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ABSTRACT

Over 80 short activity ideas covering many areas of the curriculum are compiled for teachers of preschool, kindergarten, and the early grades. Six "readiness roundup" sections, which feature ideas for use in classroom learning centers, give activities for teaching: (1) likenesses and differences; (2) direction; (3) letter and sound recognition; (4) auditory discrimination; (5) sight vocabulary and (6) gross-motor skills. Numerous additional activities involve finger plays, games, cooking, songs, art projects, role playing or creative dramatics, water and block play, classifying and counting, eye-hand coordination, motor development, and music and poetry appreciation. Several activities involve making a variety of puppets and using them to teach science topics such as the seasons, the weather, and the solar system. This compilation also provides brief activities on learning colors, shapes, the alphabet, graphing, and good manners. Several holiday and rainy day activity ideas are also included. (JH)

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the whole K catalog

readiness roundup: likenesses and differences

Welcome to a new monthly feature of the Whole K Catalog where you'll find ideas for helping your pupils get ready to read. ***Readiness Roundup*** *makes use of a permanent learning center. Each month a new set of activities—from refining observation and listening skills to recognizing letters of the alphabet—will draw pupils closer to attaining the necessary skills for reading.*

Set up a readiness center in a corner of your room by decorating an area with colorful posters, comfortable rugs, and throw pillows. Place a table or small bookcase in the center to hold materials and equipment, such as a tape recorder for listening activities. When you change the activities at the end of each month, transfer the old ones to a game center or to take-home kits for continued practice.

This month's activities are designed to sharpen observation and listening skills.

Funny face Cut out two circles from tagboard. On one, use colored markers to create a face. Glue this face on the inside left half of a file folder. Glue the blank tagboard circle on the inside right half. Using more tagboard, draw the exact features of the face on the left, and some that are different. Cut out each feature individually and place in an envelope. Then glue the envelope below the blank tagboard circle. Each child assembles features to duplicate the face on the left.

Home sweet home On the front of an envelope, draw a house in the shape of a square; on another envelope, one in the shape of a circle, and on a third, one in the shape of a triangle. Then make 15 comical characters, each one in the shape of a square, circle, or triangle. Children place each character in the house (envelope) that matches its shape. Color-code the flap of each envelope with a colored dot on the back of the characters for self-checking. Store all the pieces in a large envelope.

Shh . . . Record pairs of everyday sounds on a cassette tape. Some pairs should consist of the same sound recorded twice, and some should feature two different sounds. Provide headsets so pupils can listen alone, though this activity can also be done by couples or small groups of pupils. Provide

Continued on page 148

Sammy Squirrel and his seasonal surprise tree

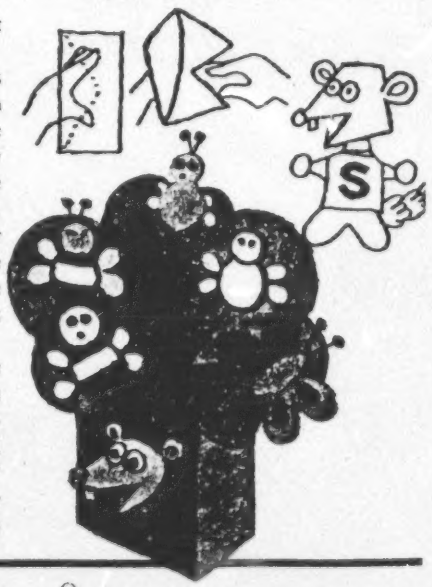
Puppets have tremendous appeal to children, and they can be used to spark interest in every area of your curriculum. Each month, ***Nancy Renfro,*** *a professional puppeteer from Austin, Texas, will suggest ideas for blending science and puppetry in ways your kids will love.*

The mighty oak, ash, elm, maple, and other deciduous trees are nature's ambassadors of seasonal change. Their leaves turn brilliant colors in autumn, only to lose them by the first snow of winter. But buds reappear in spring, and most of these trees are again a lush green by summer. Replicate this process in your classroom with a "seasonal surprise tree" which your pupils can alter to match nature's design. In addition, your tree can be home to animal friends such as Sammy Squirrel, a puppet to help you present science concepts.

Use a standard-size grocery carton as the base for the tree, which will sit on a desk or table. Set the carton on one side so that the open end is facing you. Now cut a large hole in the opposite side of the carton where Sammy will talk to the kids. Cut a semicircle from light blue poster board, and staple the circle to the top edge of the box. Draw tree branches on the poster board and paint the box tree-trunk brown.

To create Sammy, use a standard-size envelope and construction paper. Tuck the flap inside and place one hand in the envelope. Gently "bite" with the envelope, as shown at right, to make Sammy "talk." Paint the envelope gray, and attach paper

Continued on page 148



for September

ideas for prekindergarten, kindergarten, and beyond

welcome!

Break the ice during the first weeks of school with these simple art activities.

Housing projects Motivate pupils to learn their addresses by showing them how to make replicas of their homes. First, have pupils select construction paper similar in color to their dwellings. Let them draw and cut out shapes to resemble the buildings where they live, then add appropriate details. Fill in each child's name and address on a precut mailbox and staple it to the child's house. Tack all the buildings together on a wall. Periodically quiz students on their addresses, and stick a gold star on each house as the resident masters the address.

Identity bands Special headbands can help you get to know each child. Measure students' heads and cut a strip of tagboard to fit each. Write pupils' names on their headbands; then have them draw self-portraits, the members of their families, and other significant objects across the strip. Staple the ends together so pupils can wear their headbands around the room.

All aboard! You'll never forget a birthday this year with this permanent display. Cut out 11 railroad cars and an engine from construction paper. Label each car with a month of a year. Give pupils precut circles and have each color in his or her features. Write each child's name and birthdate on the circle. Attach the paper faces to the appropriate cars. Mount the train on a wall. **Linda Wong**

Thumpkin and Bumpkin

Help pupils identify Thumpkin with their right hands and Bumpkin with their left in this fingerplay on following directions.

Thumpkin lived in this hand. *(Make a fist with right hand, show thumb, then tuck it under fingers.)*

Bumpkin lived in that. *(Repeat for left.)*

Thumpkin's house had chimneys. *(Keep fist, and extend index and little fingers.)*

Bumpkin's house was flat. *(Hold hand out straight and hide thumb underneath.)*

Thumpkin made a window. *(Make a fist with thumb inside and push it out between index and middle fingers.)*

Bumpkin made a door. *(Make a fist with thumb inside. Extend index finger and flap back and forth.)*

Thumpkin danced upon his roof. *(Raise right arm and wiggle fingers.)*

Bumpkin danced on his floor. *(Lower left arm and wiggle fingers.)*

Marion G. Walker

action learning

One of the best ways to help pupils understand the meanings of spatial words is to let them experience them. These activities involve spatial concepts.

What's the hoopla? Have kids take turns using a hula hoop to perform specified routines, such as: sit *inside* the hoop; jump *out* of the hoop, then jump back *in* the hoop; skip *around* the hoop; and so on until all the desired words are used.

Pass the ball Have the class form a large circle. One child begins by passing the ball, explaining in a sentence what he or she is doing. For example: "I am passing the ball *over* my head to Jim." The next child repeats that sentence, then makes up one of his own that includes a spatial word, such as: "I am passing the ball *between* my legs to Mary." Pupils who use a spatial word incorrectly are eliminated from the circle.

Getting your goat Read "The Three Billy Goats Gruff" to your students; then have them act out the story, concentrating on the spatial words. For example, one scene could involve a pupil, representing the troll, sitting *under* a table. Place chairs on either side of the table and have other pupils help the three "goats" climb *up* the hill (step on the chairs), go *over* the bridge, and climb *down* the hill (step off the chairs). Look for other stories with spatial concepts for pupils to role-play.

Joseph A. Baust

ship-shape classrooms

Incorporate into your classroom routines ways to help pupils learn basic shapes with quick ideas from **Sharon Brewer, Susan Mauro,** and **Sharon Hoover.**

1. Designate a shape to represent each time the class leaves the room, such as for lunch, music, to go home, and so on. Designate a prominent place to hang the shapes so pupils can see when it is time to prepare for each special destination.
2. When you need a filler in between activities, sing these lyrics to the tune of "If You're Happy and You Know It": Draw a square in the air, in the air./Draw a square in the air, in the air./Draw a square in the air, and leave it right there./ Draw a square in the air, in the air. (Substitute other shapes as learned.)
3. Designate each day for a particular shape, and ask pupils to look for that shape throughout the school. Plant a few paper shapes or objects for fun.

what's cooking?

Cooking experiences provide a wealth of learning. As children measure and stir, math concepts, vocabulary, and nutrition awareness are all developed. And to keep your recipe file full, **Amy Marotta,** *our cooking expert who is a prekindergarten teacher in Emerson, New Jersey, will again this year suggest ways to help pupils understand that they are what they eat!*

While the glow of summer still lingers over country gardens and urban produce stands, discuss the importance of fruits and vegetables to healthy bodies and alert minds. Select a sampling of produce to bring to school, including those of different sizes, colors, tastes, and smells; and those that grow on vines, underground, in trees, and on bushes. Let the children examine the fruits and vegetables whole; then guide them in using scissors and blunt knives to cut the foods into bite-size pieces. Write the names of the fruits and vegetables on a chart. Ask children to taste everything; then take a vote to determine the best-liked fruit and vegetable. Discuss where the fruits and vegetables come from, how they are harvested, and why they are necessary for a balanced diet. List common vitamins, such as A, B^1 (thiamine), B^2 (riboflavin), C, E, and K on a chart, and below each one write the fruits and vegetables that are high in that vitamin. (Transfer this information to a spirit master to send home.)

On another day, have pupils try a cooking experience with the world's most widely grown vegetable, the potato. It contains *many* vitamins and minerals, including niacin, riboflavin, thiamine, vitamin C, calcium, iron, magnesium, phosphorus, potassium, sodium, and sulfur! Most of your pupils have eaten potatoes mashed, boiled, or french fried; but potato pancakes may be a new experience. To make a dozen 4" pancakes, peel and grate 2 lbs. of potatoes. Put the potatoes in ice water; then grate a medium onion. Beat two eggs; then mix in the onion, 1 tsp. salt, 2 tbs. flour, and a dash of nutmeg. Drain the grated potatoes and add to the egg mixture. Heat oil in a pan, and *carefully* drop ¼ cup of potato mix for each pancake. (Keep children clear of splattering oil!) Fry until brown and crispy. Drain on paper towels, and serve with natural-style applesauce.

classifying

Classifying objects according to a set of criteria is one way children make sense of their world. In the process, they acquire a skill that lays a foundation for understanding math, reading, and science concepts. Give students practice in classifying with these activities on the senses.

Collect a bagful of leaves of different colors, shapes, and sizes. Arrange the children in a circle on the floor and dump the leaves in the middle of the circle. Ask pupils to close their eyes and grab a handful of leaves. Now ask one child to select a leaf and explain why he or she likes it. Have the next child find a leaf that fits this same classification. Continue around the circle until everyone who can has contributed a leaf. Now change the classification system and go around the circle again. Designate a classification that pupils can determine tactilely, such as smooth leaves or dry leaves. Have pupils take turns being blindfolded and choosing those leaves that fit the given classification.

As another activity, select recordings of music with different beats. Before playing the recordings, talk about the meaning of the words *fast* and *slow*. Have pupils demonstrate walking slowly, then running fast in place. Now give each child two cards, one with a picture of something slow, such as a turtle, and one with a picture of something fast, such as a galloping horse. Play the music for the children, and have them raise the card they think represents how the music sounds. Help the children understand that while the recordings may be classified by different names (jazz, disco, and so on), they can belong to the same classification according to beat. **Joseph A. Baust**

you can teach a song!

If you came back to school this month to find your music-resource person gone, don't despair. You can still give children their fill of songs with these tips from professional musician **"Miss Jackie" Weissman.**

The first step in teaching a song is to learn the words and melody well, because while children will seldom criticize your voice, they will become restless if they sense you are not sure of yourself. If you can't read music, ask someone who can to play just the melody while you tape it. Then practice the song at home until you've memorized the words and the music. Present the song to the class with an attention-grabbing technique. For example, dress in a costume that relates to the lyrics, use a puppet to help you sing the song to the children, or make flannel-board figures from the lyrics and act out the song on the board. You might also use illustrations that depict scenes or words from the song to help pupils visualize the lyrics, or try a copycat method to actually teach the song. In copycatting, you sing one line, then pupils sing it after you. But songs really teach themselves. The more you sing, the faster pupils will learn them.

Old Mother Hubbard

Original music and adaptation by
Miss Jackie Weissman

F
Old Moth - er Hub - bard, she went to the cup - board, to
F C7
get her poor dog a bone. When she got there, the
C7 F
cup - board was bare, so her poor dog had none.
F C7 F B♭
BOO HOO HOO BOO HOO HOO HOO
C7
HOO. When she got there, the cup - board was bare.
C7 F (Shout)
So her poor dog had none. HAD NONE.

Nursery rhymes have been passed from generation to generation, but this year we've given a few of them a twist. Turn here each month for a popular rhyme set to original music by **"Miss Jackie" Weissman,** who has filled your classrooms with music through her contributions to the Whole K Catalog.

"Old Mother Hubbard" gives pupils a chance to exercise vocal cords through imaginative crying on the "boo hoo" parts. Ask children to think about how a dog might cry when singing. Try substituting another animal for the dog—perhaps a cat, or a lion, even a pig.

making the most of play

Play is a child's most important "job" in a preschool or kindergarten setting. Testing, exploring, and imitating adult life are ways children learn to solve problems and make choices, as well as to expand their imaginations. These ideas for water and block play, from INSTRUCTOR's contributing editor **Dorothy Zjawin,** can help you add interest to those areas in your classroom. Next month, she'll offer ideas for learning centers that provide hours of fun.

Water play

1. Encourage creativity and experimentation by providing materials pupils can use to make their own boats. Stock the water area with foil containers from pies, cakes, frozen dinners, and so on, in various sizes and shapes. Include straws and paper or cloth for making sails, and glue or clay for affixing sails to boats. If some of the boats sink, encourage pupils to think about what parts of their boats' design may have been faulty.
2. Talk about reflections. Hang a mirror near the water area, and ask each student to compare his or her reflection in the mirror with that in the water. Are the reflections the same? Lead pupils to the conclusion that the movement of water distorts that reflection. Ask pupils to share their experiences with funhouse mirrors through student-dictated stories you can read to the class. Then make "reflection paintings" during art by dropping spots of paint on one side of a piece of paper and folding the other side on top to create the exact same design. Read "The Ugly Duckling," by Hans Christian Andersen, to the class. Then place plastic figures of ducks and swans in the water area so pupils can act out the story.
3. Introduce beach-related materials to encourage role-playing of shore activities. Fill a large bowl with water and add salt to it to simulate ocean water. Fill another container with dry sand, pebbles, and seashells; and fill a third container with damp sand. Add plastic fish, birds, dolls in oathing suits or shorts, boats, and other figures of things one might see on the beach. Question children on safety precautions on the beach, what to do if it rains, and what they like best about the beach. Ask pupils to illustrate their answers and collate the pages into a class book.

Block play

1. Draw large outlines of a circle, square, triangle, and other common shapes on the floor in the block area, or on sheets of paper that can be stored in the area. Challenge pupils to fill as much of the shape's area as possible with various sized blocks.
2. Place a figure of a person or an object, such as a car, by a set of blocks and challenge students to make something that object might need or use. For example, a doll might need a chair to sit on or a set of steps to climb onto the top bunk of its bed. A car could use a garage or it might need a bridge to get across a river or railroad tracks.
3. Find pictures of different kinds of buildings and tape them in the block area. Ask pupils to try to construct a building from blocks that looks something like one of those buildings. Encourage pupils to pretend that they are looking down from the top of a very tall building, such as the Sears Tower in Chicago or the World Trade Center in New York. What do the people and cars look like below?
4. Make construction caps for pupils to wear in the block area. Cover child-sized plastic bowls with strips of paste-dipped newspaper. When the helmets are thoroughly dried, paint them a bright color, such as orange or yellow, and add the name of your "construction company" in black on the front. (Ask the children for suggestions; then take a class vote to choose the best name.) Staple string to both sides of the helmets so they can be tied on.

Readiness Roundup cont.

pre-numbered papers for kids to mark X (alike) or O (different) beside the number corresponding to each pair.

Misfits Divide rectangular tagboard cards into four sections. Draw or glue identical pictures in three of the sections, but make the picture in the fourth section *slightly* different. Pupils place a marker on the picture that is different. On the back, put an X behind the different picture for self-checking.

Same and different Draw large objects on separate 8" × 10" sheets of tagboard. Hold up two pictures at a time and ask students how the pictures are alike and how they are different.

I'm special All you need for this whole-group activity are the pupils in your class. Call up pairs or small groups of children to the front of the classroom and have other pupils discuss similarities and differences in these children's appearance. Start with kids who have obvious comparisons; then go on to groups where the similarities or differences are more subtle. **Pamela Klawitter**

Sammy Squirrel cont.

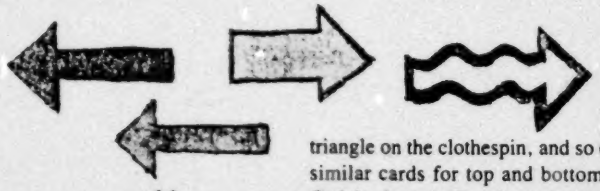
eyes, ears, teeth, and a fuzzy nose. Draw a body on construction paper, following the design on page 140, cut out and staple to the envelope. Make a fluffy tail by fringing three or four sheets of gray tissue paper. Tie the unfringed ends together with a string, and tie the other end of the string around Sammy's waist.

As each season approaches, have pupils make appropriate cutouts of leaves, snowflakes, flowers, or animals such as bees or birds to tack to the branches. (If you live in a climate where the trees do not change, show children pictures they can copy.) Let Sammy discuss how squirrels and other animals prepare for each season.

Sammy also can help you discuss different functions of trees. For example, trees bear fruit and nuts, provide sap for maple syrup, and are used in making paper and other products. Talk about the kinds of trees found in different regions of the country, and "dress" Sammy for these different climates. For example, tape on paper sunglasses and have Sammy show pictures of palm trees in Florida. □

For more ideas from Nancy Renfro, order *Puppetry in Early Childhood Education*, also by Tamara Hunt ($13.50 plus $1.50 handling fee). Write: Nancy Renfro Studios, 1117 W. 9th St., Austin, TX 78703.

the whole K catalog



readiness roundup: direction

Mastering the concepts of left and right and top and bottom prepares pupils for reading. Early childhood teacher **Pamela Klawitter** suggests these activities on determining direction.

Which way did they go? Draw several arrows, some pointing left, others facing right, on an open file folder. Underneath each arrow, write the words *left* and *right*. Each child places a marker on the word that indicates the direction of each arrow. Make a similar folder for top and bottom.

Clip 'n tell You will need 10 computer or tagboard cards and two clip clothespins. Draw different figures on both ends of the cards. Write *left* and *right* on the clothespins, and instruct pupils to clip the corresponding clothespins over the figures on the left and right of the cards. Make the activity self-checking by drawing the same symbol for the left pictures, such as a triangle, and the same for the right, such as a dot, on the appropriate side of the back of each card. Code the back of the clothespins with these same symbols. Then the child can flip the card over to see if the triangle on the card lines up with the triangle on the clothespin, and so on. Make similar cards for top and bottom.

Quick draw Sketch a simple drawing on the chalkboard, like the one above, or hold up a picture mounted on tagboard. Ask children questions about the picture to test their understanding of direction.

All in a row Place a sequence of objects or letters in a straight line on a table or on a felt board. Moving from left to right, have pupils give the name of each object or letter without omitting any.

Watch your step Make 20 large footprints from oilcloth, 10 blue and 10 red. Give children a strip of blue and a strip of red paper, and tell students to tape the blue to their left shoe and the red to their right. Now tape the footprints in a path on the floor, arranging them so that when walking, pupils can place their left feet on the blue shapes and their right feet on the red shapes.

the sun's special family

The sun's family of planets, moons, asteroids, comets, and stars is a vast network that may seem far too complicated for young children to grasp. But through a unique combination of Bodi-Puppets (child-sized puppets worn on the front of the body) and creative dramatics, parts of the solar system can be understood.

Let the children help you design the puppets for the sun and each of the planets. By discussing the characteristics of each body while illustrating it, pupils will learn much about the sun and planets. For example, ask pupils how they think it would feel to be as hot as the sun. Ask them what colors they associate with *hot*, then pull out pieces of scrap fabric and paper in those colors. Cut out a very large circle, at least two feet in diameter, and have pupils paste the scrap materials onto the sphere. Attach two lengths of ribbon to the top of the circle so that the puppet can be tied around a child's neck.

Use a similar procedure with each planet. Make sure the size of each one is correct in proportion to the others: Jupiter being the largest, Earth fifth in size, and so on. Paste on what basic characteristics scientists have uncovered about each planet in three-dimensional or picture form, such as Saturn's rings, Jupiter's red spot, Mars' canals, and so on.

When all the puppets are ready, choose 10 children to demonstrate how the planets orbit the sun. Place the sun in the middle of the room and as a group sing this chorus to the tune of "Here We Go Round the Mulberry Bush": Here we go round the red hot sun,/Red hot sun, red hot sun./ Here we go round the red hot sun,/Spinning in the universe. (Each time you sing the chorus, cue a planet to walk around the sun, following its own path.)

Design more puppets to help explain other solar activities. For example, one of the moon could be part of a lunar eclipse.

For more ideas from **Nancy Renfro**, order *Puppetry in Early Childhood Education*, also by Tamara Hunt ($13.50 plus $1.50 handling). Write: Nancy Renfro Studios, 1117 W. 9th St., Austin, TX 78703.

for October

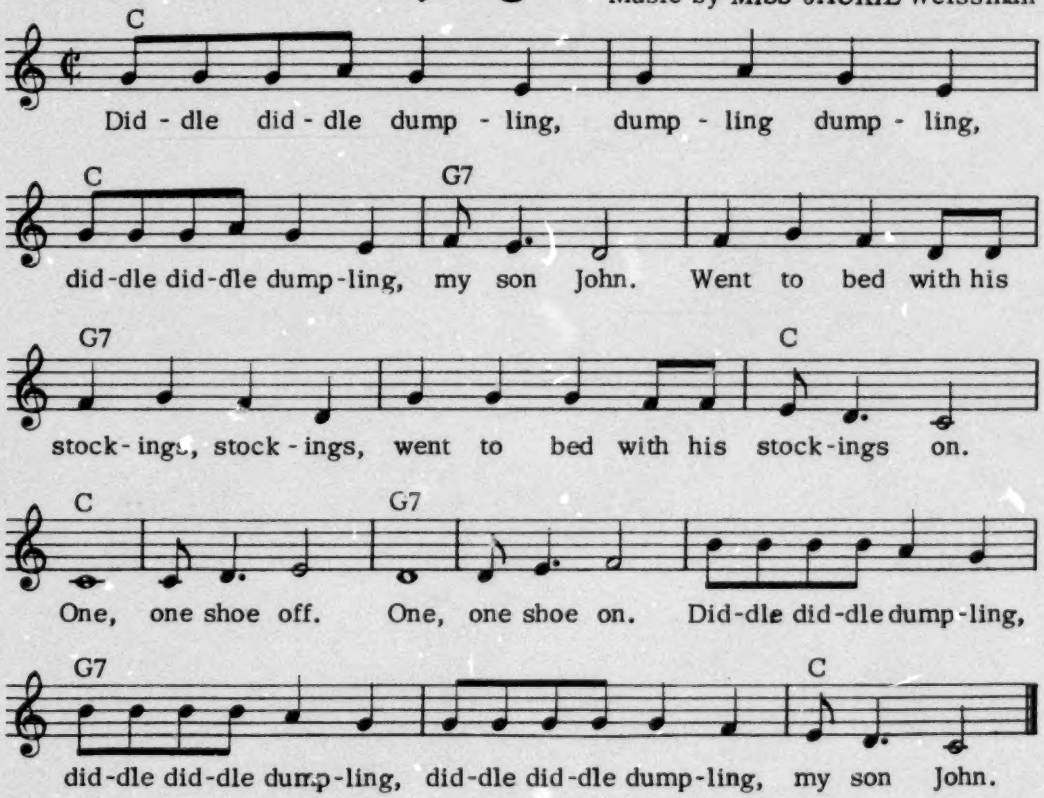
ideas for prekindergarten, kindergarten, and beyond

autumn hang-ups

Let this unique wall hanging add a touch of color and festivity to your fall classroom. First, take the class on a nature walk to gather leaves. Then, back in the classroom, ask each pupil to choose a leaf. Have children take turns painting the underside of their leaves with fabric paint, then pressing the leaves carefully onto a discarded white sheet. When the paint dries, have pupils use fabric crayons to sign their names near their leaves. Finish the hanging with a colorful border fashioned from hem tape. **Amy Marotta**

diddle diddle dumpling

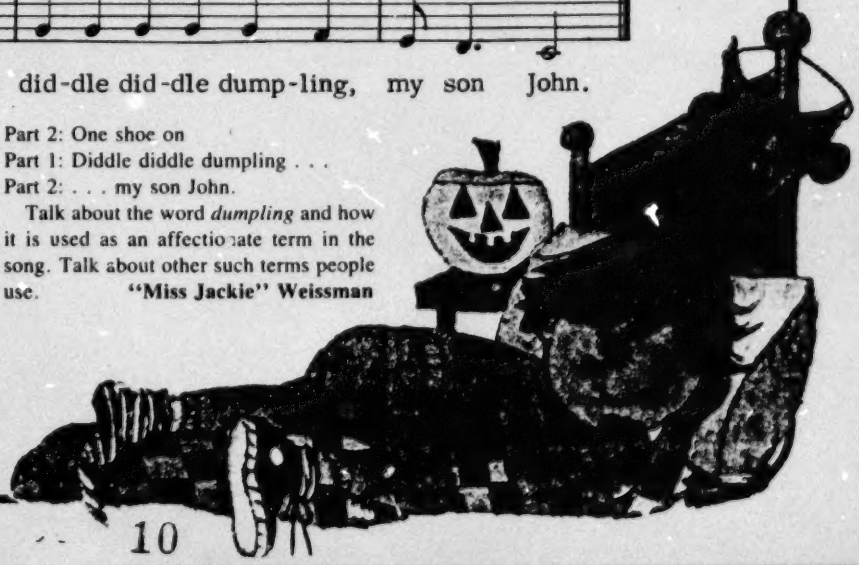
Adapted words and original
Music by *MISS JACKIE* Weissman


C
Did - dle did - dle dump - ling, dump - ling dump - ling,
C G7
did-dle did-dle dump-ling, my son John. Went to bed with his
G7 C
stock-ings, stock-ings, went to bed with his stock-ings on.
C G7
One, one shoe off. One, one shoe on. Did-dle did-dle dump-ling,
G7 C
did-dle did-dle dump-ling, did-dle did-dle dump-ling, my son John.

The rhythm of the words "diddle diddle dumpling" makes this song both fun to say and to sing. After the class has sung it as a group, divide pupils into two parts and sing the song as follows:

Part 1: Diddle diddle dumpling . . .
Part 2: . . . my son John.
Part 1: Went to bed with his stockings, stockings . . .
Part 2: . . . stockings on.
Part 1: One
Part 2: One shoe off
Part 1: One
Part 2: One shoe on
Part 1: Diddle diddle dumpling . . .
Part 2: . . . my son John.

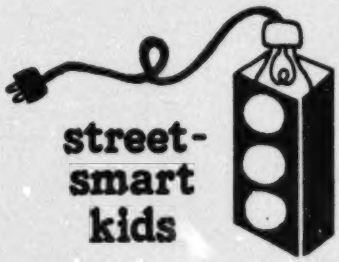
Talk about the word *dumpling* and how it is used as an affectionate term in the song. Talk about other such terms people use. **"Miss Jackie" Weissman**



graph it

My kindergartners reinforce language, writing, and math skills by interviewing each other on specific topics, then presenting the results of the interviews in the form of a graph. We've made graphs showing the number of boys and girls in the class, the pupils who prefer one poem to another, whether students are more afraid of Halloween ghosts or witches, how many pupils ride the school bus, how many like to paint, and much more. I ask a pair of students to gather the information each time; then I make a master graph on the chalkboard. Children copy each graph onto a sheet of paper so they can refer to it again later. (Tracing the graph is a great exercise for small muscles, especially when it comes to drawing straight lines to separate the columns!) In small groups, we discuss the graphs. The concepts of "greater than" and "less than" are introduced as pupils see that one side of the graph has more marks than another. Other math concepts involving matching and counting skills also are emphasized through this simple but enjoyable activity.

Rose S. Marlow



street-smart kids

Teach pupils to cross streets safely with this learning center from INSTRUCTOR contributing editor **Dorothy Zjawin.**

The focal point of the center is a model of a traffic light you make from a rectangular box, such as a shoe box. Remove the small ends of the box. Cut three holes of equal size down one side of the box. Cover the holes with red, yellow, and green cellophane. Tape the top of the shoe box to the sides of the box so that it is one solid object. When demonstrating the traffic light for pupils, dangle a burning, low-watt light bulb in front of each successive circle so that the color will appear brighter than the others, like a working traffic light. Discuss what pupils should do when the light is bright red, yellow, or green. (Supply a small flashlight for pupils to use when playing alone with the traffic light.)

Other props to include for discussion and role-playing are cardboard stop and yield signs, and walk and don't walk signs. Make paper-bag puppets of school crossing guards and of children, and fashion buses from small oblong boxes painted yellow. Pupils can use these props to demonstrate safe conduct when buses are loading and unloading passengers and when pupils on foot are arriving at school and going home.

jack-o'-lantern

Don't let Halloween go by without trying this fingerplay with your pupils. It asks them to guess the identity of one of the prominent figures of this month.

Its eyes are made of two small holes. *(Form circles with thumb and index fingers of both hands. Bring circles to eyes.)*

A third hole makes its nose. *(Put one circle around nose.)*

Its mouth is made of a long curve. *(Move index fingers from corners of mouth to the middle of the lips.)*

Its teeth are set in rows. *(Point to teeth.)*

A circle round, a stem on top. *(Fold hands, then extend over head to form a circle. With hands still folded, extend index fingers to form stem.)*

Now what do you suppose?

If children have difficulty guessing correctly, draw the features on the chalkboard. Finish by having each child draw a jack-o'-lantern.

Marion Walker

kindi quickies

Scarecrows in school

Make simple scarecrows for a harvest art project. You'll need paper-towel tubes, cardboard pieces from wire coat hangers, plastic-foam cups, marking pens, material scraps, and straw. Use a paper towel tube as the body of each scarecrow and a cardboard strip as the arms. Cut two slits in the tube, and slide the piece of cardboard through the openings. Fold a piece of material in half, and cut a hole at the fold large enough to fit over the tube. Slip the material over the tube and tie it in the middle with a piece of yarn to make the scarecrow's shirt. Draw a face on an inverted plastic-foam cup with a marking pen, then glue the head to the tube. Stuff the arms with straw.

Ellen Javernick

Lots of feet

Try this motivator to help pupils learn to tie their shoes. Make a caterpillar from construction paper that will stretch along the bottom of your chalkboard or a classroom wall. Draw a smiling face on the caterpillar, then write this verse along its body: *Many shoes walk in a row, to show we all can tie a bow.* As pupils learn to tie, reward them with tiny shoes that have their names printed on them; attach them to the caterpillar's body.

Linda Bilyeu

This calendar is here to stay!

Set aside a small bulletin board to make into a calendar to use throughout the year. Cover the board with light-colored wallpaper so the background will not fade a lot. Divide the board into seven vertical columns, one for each day of the week. Draw horizontal lines so you have at least 31 squares. Trace over the lines with a dark permanent marker, and cover the whole board with clear contact paper. Make cards for the days of the week and tape in sequence to the top of the calendar. Trace numbers 1-31 on poster board, cut out, and laminate. Tape 31 numbers to the calendar for October, then add, delete, or rearrange the numbers for each succeeding month. (Let small groups of children assume this duty to reinforce counting skills.) Have pupils make appropriate paper symbols for each month (apples, pumpkins, turkeys) to cover the days as they pass. Establish a routine of pointing to the day on the calendar each morning. Use this as a way to greet birthdays.

Pamela Klawitter

Snake eyes mean crawl

Exercise becomes an animated game when kids roll a homemade die to find out what action to perform. Cut off the top of two half-pint milk cartons. Push one inside the other to form a cube. Cover the cube with colored paper, then cut out pictures of common animals to glue to each side. Cover with clear adhesive plastic. To use, form the class into a circle. Pupils take turns rolling the cube, then imitating the animal that appears on top.

Ellen Javernick

what's cooking?

Child Health Day is observed on the fifth of this month. Here's a perfect opportunity to discuss with your pupils the importance of eating a balanced diet and of getting plenty of exercise and rest. While you're highlighting good nutrition, base a few cooking experiences around a fruit that's abundant this month as well as loaded with vitamin A—the pumpkin! Ask a few pupils to design a poster showing how vitamin A in pumpkins helps our bodies fight infection, maintain healthy eyes, and build strong bones and teeth.

While canned pumpkin is readily available, it will be more interesting for your young chefs if you make your own pumpkin puree. Cut the top off a cooking pumpkin, then let pupils clean it out. (Save the seeds and roast them at snack time.) Cut the pumpkin into medium pieces and wrap them tightly in foil. Bake at 350°F for one hour. Press the cooled pumpkin through a food mill. The puree can be substituted for mashed potatoes or used in biscuits or cookies to serve at your Halloween party. Try these recipes.

Boo biscuits Combine 1 cup pumpkin puree and 2½ cups Bisquick baking mix. Knead a few times, then turn out onto floured board. Knead until the dough is stiff. Use a floured rolling pin to roll the dough to ½" thickness. Cut into rounds with a 1½" cutter or small glass. Place on an ungreased pan and brush with milk. Bake at 400°F for 15 minutes. Makes about two dozen biscuits that are delicious served warm with honey!

Cacklin' cookies Mix together ½ cup margarine, 1 tsp. vanilla, and 1 6-oz. can unsweetened frozen orange juice, thawed. Stir in 2 eggs and 1½ cups pumpkin puree. Add in this order, stirring after each addition: 1 tsp. cinnamon, 4½ tsps. baking powder, ½ tsp. nutmeg, 2½ cups wheat flour, 1 cup raisins, and 1 cup chopped unsalted peanuts. Drop by teaspoons onto a greased cookie sheet and bake at 375°F for 15 minutes or until golden brown. Makes about three dozen cookies. **Amy Marotta**

preschool corner: showy shapes

There's more than one way to help pupils learn basic shapes and here we emphasize two—through art activities and music exercises that are highly appealing to active preschoolers.

Let's begin with shape printing. Cut sponges into circles, squares, triangles, and rectangles. Fill shallow containers with different colors of tempera paint. Now show pupils how to dip the sponges into the paint, shake off the excess liquid, then stamp the shapes on pieces of construction paper. Encourage students to make designs or pictures of real objects with one or more shapes.

On another day, have pupils make shape rubbings. Cut out several sets of shapes from cardboard so there will be a complete set for each group of five or so children to use. Have pupils place construction paper over the shapes, then rub the sides of crayons back and forth across the paper to produce the shapes. As shapes start to form, see if pupils can tell which ones will soon appear.

Fasten those same cardboard shapes to blocks of construction paper for a game of "Musical Shapes." (Make sure you have one shape for each child.) Lay the blocks, shape down, in a circle on the floor. Have pupils stand outside the circle, then walk around it while you play a familiar record. When the music stops, each child must pick up a block and name the shape on it. If a child incorrectly names a shape, he or she is out of the circle.

Play "Shape Pops" for more movement fun. Cut small shapes from construction paper and glue each one to a sturdy strip of cardboard. Distribute the shape pops among the children, then give directions such as: Everyone holding a circle, hop four times. Everyone holding a square, skip around the room. Everyone with a triangle, run in place. **Carolyn Luetje**

three little witches

There are many opportunities during a day to "sneak" in practice in essential skills while engaging in activities that your students think are just great fun! For example, before we sing a favorite Halloween song this month, "Three Little Witches," I use finger paint to draw a face on three fingers of one hand of each child. As each witch is named in the song, I ask pupils to raise their fingers so that their "witches" appear, thus working on finger dexterity and reinforcing counting skills. The lyrics are sung to the tune of "Ten Little Indians." One little, two little, three little witches./Fly over haystacks,/Fly over ditches./Slide down moonbeams/Without any hitches./Hi-ho, Halloween's here! **Ellen Javernick**

picture perfect

Test visual perception by having pupils point out missing parts of pictures from a story that you say aloud. Begin by drawing a simple figure on tagboard of a man without a mouth, then a second figure that's complete; a cat without one ear, and a complete cat; a house without a door, and a complete house; a car without wheels, and a complete car; and a child with nothing missing.

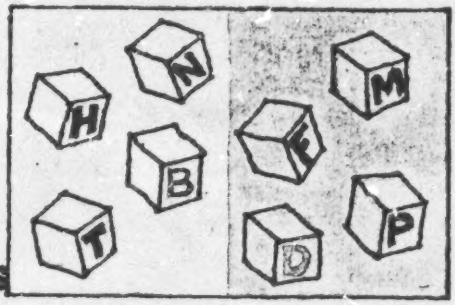
Jaime liked to draw pictures. One day she made a picture of her uncle. But something was missing. Do you know what? *(Show picture without mouth and wait for the correct response.)* So Jaime added a mouth. Now her uncle can talk. *(Hold up complete picture.)*

Next Jaime decided to draw her cat, Meow. But she didn't get her pet quite right. What did she forget? *(Show cat without ear.)* So Jaime added an ear. *(Show complete picture.)*

Jaime loved her house; so she drew a picture of it. Do you see a problem with this house? *(Show picture without a door.)* Yes, you can't get in a house without a door! *(Show picture.)*

Jaime thought her older brother's car was the greatest. But did she remember everything in the car she drew? *(Show car without wheels.)* Now this car can move! *(Hold up complete car.)*

Last of all, Jaime drew a picture of herself. Is anything missing? *(Hold up picture.)* Hurray, Jaime drew one picture that's perfect! **Betty Nations**



readiness roundup: letters & sounds

Stock your center with these activities for testing letter and sound recognition.

Block play Cut eight block shapes from tagboard. Draw lines on each block to make it appear as though three sides of the cube are showing. Glue a picture in each of those three sides that begins with the same letter and sound. (Each of the eight blocks should represent a different letter.) Trace each block on the inside of a file folder, then write one of the eight letters inside each shape. Pupils match the picture blocks to the correct letter shapes.

In the doghouse Trace and cut out identical dog-bone shapes from tagboard. Cut each bone in half, making sure you cut each at different angles or in different designs on the bone. Print an uppercase letter on one half of each bone and a corresponding lowercase letter on the other. Pupils match the uppercase and lowercase letters by finding the pieces that fit snugly together. Decorate a small box to look like a doghouse and store the bones in it.

Letter march Draw 26 funny characters on the inside of a file folder and have each character carry a square sign. Cut 26 small squares from tagboard and print an uppercase letter on each square. Pupils place the letters in the square signs, arranging them in sequence from *A* to *Z*.

Bucket o' fun Make duplicates of eight or more uppercase letters, printing the letters on tagboard. Place all the letters in a small plastic bucket. Make one card each of the same uppercase letters for yourself. Seat small groups of pupils on the floor around the bucket. On a given signal, have each pupil pull a letter out of the bucket. Then hold up one of your letter cards and ask pupils with the same letter to hold up their cards and call out the letter name.

Pamela Klawitter

chicken pox

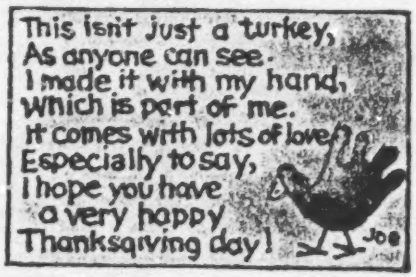
Words and Music by
"Miss Jackie" Weissman

Am
E7
"Waa waa waa," cried ba - by Grace,
"Oh poor ba - by," mom-my said,
Am
E7
"I've got chick-en pox on my face,
"Come to me and rest your head.
Am
F
In my hair and ev - ery place!
Soon you will be out of bed.
E7
Am
Waa waa waa," cried ba - by Grace.
Oh poor ba - by," mom-my said.

This song gives children an opportunity to use creative dramatics to act out nurturing roles. Make up actions as you sing the song. For example, pupils can rub their eyes on "waa waa waa." Sing the parts of Mommy and Baby with different voices. Baby's can be high and whiny while Mommy's is soft and gentle. Or substitute the word *Mommy* with *Daddy*, *Grandma*, *Auntie*, or other suggestions from pupils. Give each person a different voice as you include them in the song.

Have a discussion about being sick. Ask children who have had chicken pox (or other childhood diseases like measles or mumps) to share their experiences.

"Miss Jackie" Weissman



handy turkeys

You couldn't ask for a more personalized art project than these turkeys made from your pupils' own hands! Arrange six flat trays on a table and place a different color of finger paint in each one. Help pupils press just the palm of their hands into the color of their choice to make the body of the turkey, then press their palms on individual sheets of paper. Have pupils press each finger and thumb of their same hands into the other colors to make the head and tail feathers. When the paint dries, pupils can use crayons to add legs, facial features, and other details to their turkeys. Before sending the prints home, write the verse printed above on a spirit master to be duplicated and pasted beside each turkey.

Amy Marotta
Christopher Boettcher

tennis tasks

Tennis balls that no longer have enough bounce for a lively match can still offer your pupils practice in improving eye-hand coordination as well as small- and large-muscle control. Obtain as many balls as possible from your school's tennis team or from friends who play tennis. Then use them in these exercises.

1. Holding the ball in one hand and squeezing it will help build hand muscles. Use a timer to see who can squeeze the tennis ball the longest or who can squeeze the ball the greatest number of times in 60 seconds.

2. Have pupils explore ways to hold tennis balls, such as under their chins, between their knees, or under their arms.

3. Form a large circle and pass several balls from pupil to pupil simultaneously. At your signal to begin, pupils holding the balls should pass them in a specified way, such as with their right hands only or over their heads. After a few minutes, tell pupils to pass the balls in a different manner, such as between their knees.

4. Place four open boxes on their sides, about three feet away from a masking tape line. Have pupils stand at the line and try to roll a ball into one of the boxes. Move the boxes farther away to make the exercise more challenging.

5. Set four jar lids three feet from a wall and three feet from the masking tape line in the other direction. Pupils roll a ball and try to hit the lid, pushing it to the wall. Allow each child three rolls to get the lid to the wall.

6. Make a line with masking tape on the floor and have pupils bounce and catch the balls as they walk the line.

Eileen Van't Kerkhoff

weather watch

Hot, cold, wet, or dry; weather is a very tactile experience. Here's how you can use another tactile experience—puppets—to help children better understand weather elements and how they affect our lives.

Give each child a paper plate and have him or her fold it in half. Show pupils how to open and close their hands to make their paper-plate puppets "talk." Now have pupils choose a weather element they would like their puppet to represent, such as Mr. Snow, Ms. Rain, Mr. Wind, or Mrs. Sunshine. Help children decorate their puppets with items such as yellow ribbons for sun rays, cotton balls for snowflakes, silver tinsel for rain, or tissue-paper streamers for wind. Pupils can use paint or crayons to add other features such as eyes or mouths.

Discuss the characteristics of different weather elements and how they influence our choice of clothes, food, and daily activities. Make children aware of geographical differences in weather by discussing the places that Mr. Snow or Ms. Rain visit frequently and the places they visit rarely. Or ask pupils what happens when Mr. Wind blows very hard or Mrs. Sunshine doesn't give off much heat.

Help explain other weather conditions with group dramatic activities. For example, have all the snow puppets act out a blizzard. Those with rain and wind puppets could create a hurricane, or the sun puppets could shine on the snow puppets and make them slowly disappear.

For more ideas from Nancy Renfro, order *Puppetry in Early Childhood Education*, also by Tamara Hunt ($13.50 plus $1.50 handling). Write: Nancy Renfro Studios, 1117 W. 9th St., Austin, TX 78703.

what's cooking?

Popcorn prepared without salt or saturated fats is a great source of protein, calcium, and magnesium—and it's low in calories. Explore the pleasures of popcorn through cooking experiences this month.

Pass a few kernels of unpopped corn around the room for pupils to examine. Make sure they understand that corn for popping is a special variety that is different from the kind of corn we eat off the cob. Read *The Popcorn Book* by Tomie de Paola (Holiday House) for fascinating information on popcorn. For example, Iroquois Indians made popcorn soup and brought a pouch of popcorn to the first Thanksgiving dinner. And then there are the early colonists who served popcorn with cream as a breakfast dish. Set the proper mood while you make popcorn or some of the variations below by listening to the album *Popcorn*, by Gershon Kingsley (Audio Fidelity Enterprises, Inc.).

Plain popcorn If you don't have a popcorn popper, the kernels can be popped in a three-quart covered pan over medium heat. Pour about ¼ cup cooking oil in the bottom of the pan. Drop a couple of kernels in the oil and when they pop, carefully add about ½ cup more. (Keep children away from the spattering oil.) Cover the pan loosely so some of the steam can escape and shake it by the handle to keep the kernels from burning on the bottom of the pan. Explain to pupils that moisture in each kernel converts to steam as the kernels are heated, causing them to pop.

Cheese corn Toss 3 qts. of hot popcorn with 1 cup finely grated cheese.

Popper jacks Mix 3 qts. popcorn and 2 cups raw peanuts in a bowl. Bring 1 cup honey to a boil and cook 10 minutes. Carefully pour the honey over the popcorn and peanuts, stirring to coat the mixture well.

Amy Marotta

kindi quickies

Wild things!

Give your pupils' imaginations a workout with this wild activity. Read *Where the Wild Things Are*, by Maurice Sendak (Harper & Row) to your class, then provide kids with the ingredients to make their own edible "wild things." Set out small apples to use as the base of the monsters as well as lots of toothpicks, raisins, carrot curls, puffed wheat or puffed rice, sprinkles to stick on with honey, and whatever else you can find. Be sure pupils wash their hands before they start creating and that they show their finished products to the class before they eat them!

Connie Watkins

Gourd gobblers

These unusual turkeys make a great holiday display. Or, if you can obtain a gourd for each child, they make wonderful individual art projects.

Use dry, pear-shaped gourds that are light in weight. (Dry them by poking holes in the gourds and letting them sit for several weeks.) The fat end of each gourd will represent the body of the turkey, while the narrow end will be the head and neck. Poke two holes in the fat end near the middle for good balance. This is where you'll insert pipe-cleaner legs. Before you insert them, fold each pipe cleaner in half and twist slightly. Slip the folded end into the gourd and bend the other end to make a foot for the turkey to stand on. Cut tail feathers from construction paper and glue to the fat end of the gourd. Glue a small scrap of red felt to the head for the wattles. Add eyes with black crayon or permanent marker.

Ellen Javernick

Big-mouth frogs

Here's an art project that's fast and fun. Obtain plastic-foam containers from fast-food restaurants in your area. Give one box to each child. Mix liquid soap with green paint for kids to use in covering their boxes. (The soap helps the paint stick.) When the paint is dry, have pupils decorate the boxes with frog features. When held by the closed side, the frogs' mouths will open and shut.

Ellen Javernick

holiday drama

Help your pupils understand the events surrounding the first Thanksgiving through discussion and creative dramatics. Set the stage for role-playing by talking about why the Pilgrims came to America, the difficult winter they experienced aboard the *Mayflower* when many people died, the spring planting, and the fine fall harvest that promised the Pilgrims an easier winter ahead. Children's books that can help pupils visualize this story include *Pilgrim Children on the Mayflower* and *Pilgrim Children Come to Plymouth*, both by Ida DeLage (Garrard Publishing Company). Discuss, too, what it's like for pupils to go somewhere that's unknown to them. Any new children in the room might want to comment on how they felt going to school on the first day. Help pupils see that the Pilgrims were probably just as or more fearful about going to the New World as children today are about going to new homes, schools, or cities.

Now divide the class into small groups and have them act out different parts of the Pilgrims' story. For example, one group could be the *Mayflower* crossing the stormy Atlantic while the passengers (another group of children) are tossed about inside. Another group of pupils could be a landing party scouting the area around Cape Cod. Other possibilities for scenes could be a group of American Indians showing the Pilgrims how to fertilize cornfields by placing fish in the soil, or the two groups of people attending the first Thanksgiving feast.

Conclude by having pupils list things they give thanks for today and discuss how they show that thanks. You might have each pupil illustrate one of those responses in a drawing.

Milton Polsky

who is wearing red?

Review colors with this song that is sung to the tune of "Mary Had a Little Lamb": Who is wearing red today/red today, red today?/Who is wearing red today?/Please hold up your hand. Repeat the song until you have covered all the colors your pupils are wearing.

Donna Otten

readiness roundup: discriminating sounds

Try these activities for improving auditory discrimination.

Hearing test How well do each of your pupils listen? Find out by giving each child a worksheet divided into four boxes. Then give the following directions *once:* In the top left-hand box, draw two blue balloons; in the top right-hand box, draw a brown house with a red door; in the bottom left-hand box, write your name and make each letter a different color; and in the remaining box, draw a yellow circle with a green square inside. Check all papers for accuracy.

Odd couples or even pairs Hone discrimination skills by giving pupils pairs of words and asking them questions about each pair. For example: Do the words rhyme? Do they begin with the same letter? Do they end with the same letter? Encourage children whose names are the same or begin with the same sound to pair up in class.

Listening walk If weather permits in your area, take pupils on a listening walk around the school or community. Stop every few minutes to make a list of the sounds children hear. Back in the classroom, discuss the different sounds and how they are different.

Opposites Touch upon the idea of high and low sounds by plucking notes on a piano or guitar, or by playing excerpts from different records. Discuss soft and loud sounds by taping pairs of sounds on a recorder, such as the sound a hammer pounding nails makes paired with the sound of a clock ticking. Or fill pairs of plastic pantyhose eggs with opposite-sounding objects such as cotton balls and dry beans or scraps of paper and marbles. As the eggs are shaken have pupils describe the sound they hear.

What's that sound? Stand behind a screen and make sounds with everyday objects, such as a typewriter, rattle, drum, and so on. Ask pupils to identify each sound. Or ask them to identify tape-recorded sounds such as a doorbell ringing, a fire siren, water running, and so on.

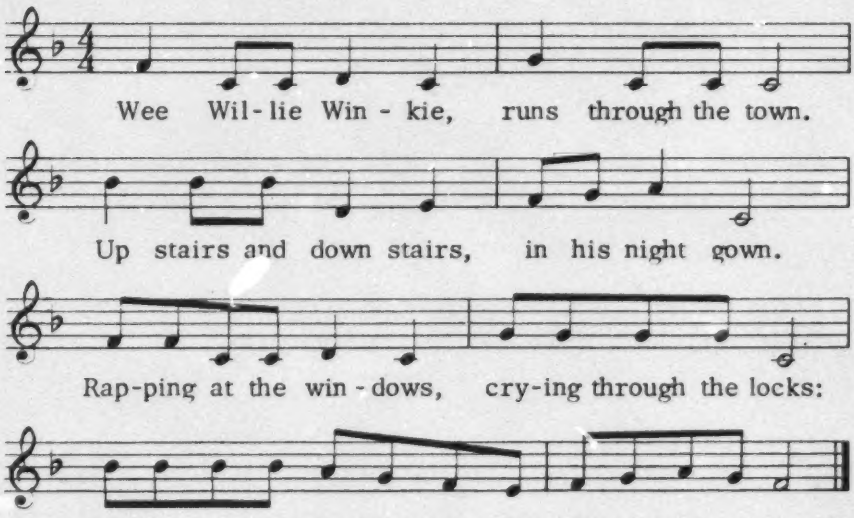
Pamela Klawitter

Wee Willie Winkie

words and music by "Miss Jackie" Weissman

SPOKEN IN A WHISPER:

THEN SING:


Wee Wil-lie Win-kie, runs through the town.
Up stairs and down stairs, in his night gown.
Rap-ping at the win-dows, cry-ing through the locks:
Are the chil-dren in their beds, for now it's eight o'clock?

Children often pretend to be asleep when parents look in on them at night; that's why the whisper sequence in the song is particularly fun for pupils. Try dividing the class into two groups, asking one group to say the whispered lines while the other group sings the song. This is also a delightful song to act out. **"Miss Jackie" Weissman**

for January

ideas for prekindergarten, kindergarten, and beyond

happy hands

Work on coordination and listening skills with this "handy" exercise by **Joanne G. Blanford.**

Hands up high. *(Raise arms above head.)*

Hands down low. *(Bend body and dangle arms.)*

Hide those hands. *(Put hands behind back.)*

Now where did they go? *(Look around you.)*

Out comes one. *(Bring one hand in front of face.)*

Now there's two. *(Bring out other hand.)*

Clap them! *(Clap hands.)*

Fold them! *(Clasp hands.)*

Now we're through. *(Drop arms to sides.)*

seeing with the mind's eye

Capitalize on pupils' enjoyment of television characters while helping them to improve their ability to visualize with these exercises.

First, find a television character that all or most of your pupils are familiar with, such as one of the Sesame Street characters. Ask pupils to close their eyes and to try to "see" the character in their minds. Have pupils take turns suggesting words that describe the character as you write the words on chart paper. For example, a description of Big Bird might include: *tall, curly hair, wrinkled forehead, baggy yellow trousers,* and so on. Now ask pupils to erase the first character from their minds and to build a new version of that character as you read back the words on the chart. Finish by discussing any details the students missed. Ask the kids to watch the related TV program to look specifically for those details.

Repeat this procedure on other days with other television characters. Ask more specific questions about how a character walks or talks as pupils become more adept at visualizing. Or describe a character, omitting several important details, and ask pupils to identify the character and supply the details. **Sharon Hoover**

manner minders

Socializing skills are some of the most important things children learn during the early years of schooling. Help develop good manners with these ideas.

Friendly phrases Spotlight a "courteous word" or group of words each week. For example, discuss why it is important to say *excuse me* and to cover your mouth or nose when you cough or sneeze. *Please* and *thank you* are critical words to cover, as are *I'm sorry, please pass . . .* and so on. Make a chart on a wall with pupils' names on one side and the different phrases on another. Place a star beside the names of those pupils who consistently remember to use one or more friendly phrases.

Illustrated place mats Help pupils recognize the different utensils and dishes we use when eating and to practice good table manners by letting them make illustrated place mats. First hold up a napkin, plate, cup, knife, fork, and spoon; discuss the function of each. Then bring out cardboard samples of these six items and help pupils trace around the cardboard on paper, then cut out each item. Have pupils arrange the cutouts in the proper order on sheets of poster board, then paste them down.

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what's cooking?

While fresh fruits tend to be more plentiful in summer, many fruits high in vitamin C are staples in grocery stores throughout the winter. A juicy orange, for example, may seem more appealing in hot weather, but it's even more important to eat one daily during the cold months to keep the diet balanced and the body strong.

Pupils can help you prepare this winter fruit salad to enjoy during snack time. To make 24 small servings, mix together: 4 grapefruits, sectioned with the bitter membrane removed; 4 oranges, sectioned and sliced; 4 apples, diced unpeeled; 4 pears, diced unpeeled; 1 large can unsweetened crushed pineapple; ½ lb. grapes, cut in half; and 3 bananas, sliced. Serve chilled in paper cups.

While you and the kids eat your salad, ask pupils for suggestions of ways to stay healthy during the winter. Use those ideas, such as wearing appropriate clothing, as the basis for a bulletin board, which pupils can help you put up.

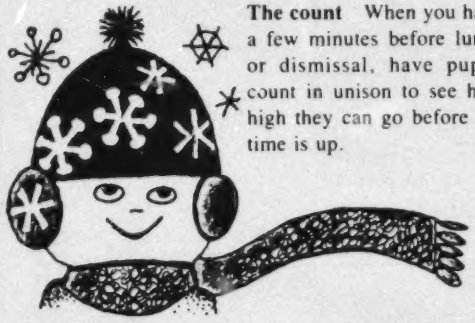
For more information on citrus fruits, send a self-addressed, stamped business envelope to Sunkist Growers, Consumer Services 7301, Dept. IM, PO Box 7888, Van Nuys, CA 91409, and request the pamphlet "Questions and Answers about Vitamin C." **Amy Marotta**

magic moments

You may not wear a magician's hat and carry a wand, but there are probably many moments during a day when you would like to conjure up an activity to fill a restless minute or two. The next time you feel in need of a spell, try ideas from **Violet Johnson.**

Tap on trash Ask a pupil to tap the side of a wastebasket slowly and distinctly with a ruler. The child can tap any number of times up to a limit, such as 20, which you set at the beginning of the activity. When he or she stops tapping, classmates guess the number of taps, and the first correct guesser is the next tapper. This is a good activity for sharpening listening skills.

Silent math No one talks during this activity, not even you. Write a simple addition or subtraction problem on the board, or print a sequence of numbers with one number missing. Point to a student to come to the board and do the problem. If he or she answers correctly, the other pupils raise their hands. If the answer is incorrect, they cross their arms.



The count When you have a few minutes before lunch or dismissal, have pupils count in unison to see how high they can go before the time is up.

super science suggestions!

Don't shy away from teaching science to your preschool or primary pupils. Young children are curious about the world; they'll respond enthusiastically to science when it is presented in a challenging, varied way. Try these tips for successful science lessons from **Betty Norton Starkey,** a kindergarten teacher who bases her curriculum on science.

1. Investigate topics that interest you. Perhaps you enjoy magnets, rocks, or animals. Once you've chosen a topic, do some research to help you isolate four or five important facts you want pupils to learn, then emphasize those facts throughout the lesson.

2. Make the experience hands-on. If you are exploring the five senses, plan an experiment that will involve the whole class. If you're studying plants, bring in real ones for pupils to observe. Record reactions to use later as discussion starters.

3. Create a science picture file to use as flash cards for reinforcing basic facts. Look through books and magazines for clear color photographs of subjects that might fit into a science unit. Mount the pictures on heavy cardboard.

4. Integrate language arts and science by using original or published poems that include information on a particular subject. Catchy "Who am I?" riddles that ask pupils to guess an object from a description of it also offer an unusual way to introduce a topic.

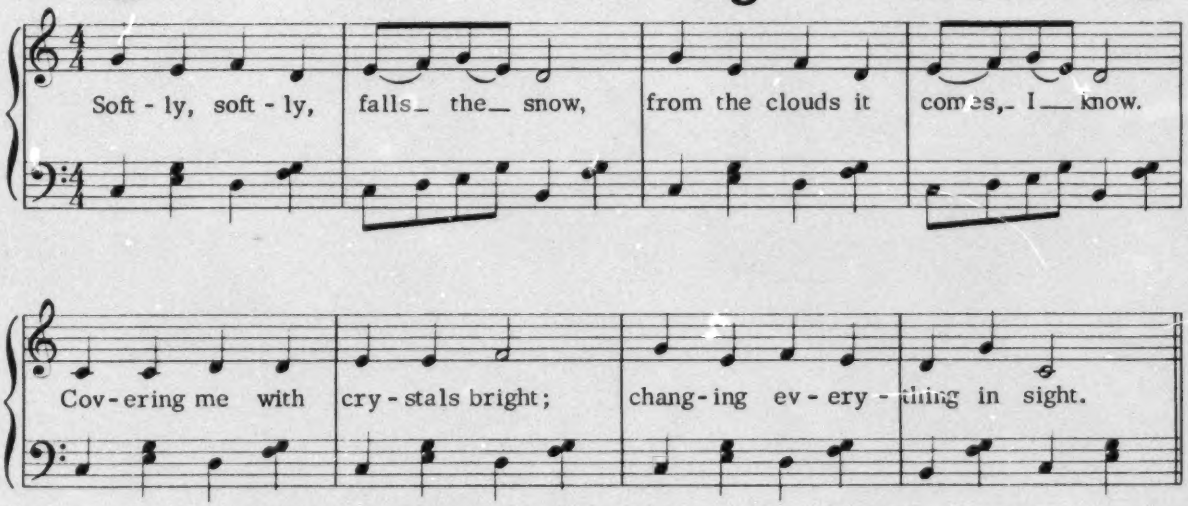
5. Include art activities in lessons. For example, promote a more accurate understanding of an object or an experiment by leading the class in drawing a picture of it. Later, pupils can create their own interpretations of what they saw or felt through a drawing or a collage.

6. Always have all materials prepared in advance. The class will flow more smoothly when you combine the elements described here in an orderly, cohesive way.

Editor's note: Nancy Renfro's science through puppetry feature will be back next month. For five pages of puppet fun, by Nancy Renfro and Tamara Hunt, turn to the "Puppet Primer" in this issue.

snow song

words and music by Carol Ann Piggins

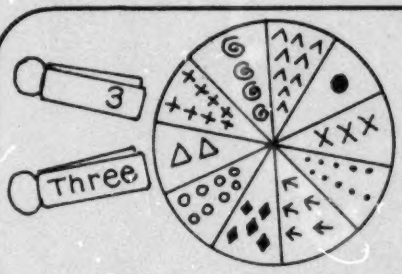

Soft - ly, soft - ly, falls the snow, from the clouds it comes, I know.
Cov - ering me with cry - stals bright; chang - ing ev - ery - thing in sight.

When the white stuff comes drifting down, or you and your pupils just wish it would, bring out this delightful action song.

Have the class sit in a circle on the floor. Give one child a precut paper snowflake and have that child walk around the circle of pupils while the rest sing the song and do simple pantomimes. For example, on the first two lines, have pupils start with their hands above their heads, then gently wiggle their fingers and lower their hands to mimic falling snow. On the last word of the song *(sight),* the child with the snowflake lightly taps another child, who now walks around the circle while the others sing the song again.

This song is also a good discussion starter. If you live in a snowy region, talk about how objects such as trees change in appearance after a snowstorm. If you don't experience snow firsthand, ask each pupil to draw a picture of what his or her house or school might look like covered with snow.

Carol Ann Piggins



be a wheel whiz

Games that require matching sets to numerals, that improve name recognition, sharpen visual discrimination, or develop other important readiness skills are easily made from cardboard pizza wheels and clothespins. Here are directions for five games.

Number wheel Divide a large cardboard circle into 10 sections. Draw from 1 to 10 objects in each section (or write the words *one* to *ten*). Write numerals 1 to 10 on each of 10 clothespins. Pupils match the numerals to sets of objects or to the words.

Name wheel Divide several pizza wheels into sections and paste a small photo of each pupil in a section. Then write each student's name on a clothespin. Pupils match classmates' names to their pictures.

Shadows and shapes Divide a wheel into eight sections and paste a picture of a common object such as a ball, doughnut, or door in each section. Draw the shape of each object with black marker on each of eight clothespins, filling in each outline. Students match the objects to their shadows.

Rhyme time Glue a picture in each section of a wheel. Then on separate clothespins, glue pictures of objects that rhyme with those on the wheel. Kids match the rhyming objects.

Telling time Draw a clock face in each of eight sections of a wheel. Add minute and hour hands to register a different time on each clock. Write the corresponding times on each of eight clothespins for pupils to clip to the correct clock.

Pamela Klawitter

ten fingers

Got a few minutes to fill? Try this fingerplay from **Markanne Gantt Larberg.**

I have 10 fingers, do you? (*Show both hands, palms outward.*)

I have 10 fingers—one, two. (*Begin with little finger on left hand and count by slightly bending appropriate number of fingers.*)

I have 10 fingers, you see. (*Show both hands, palms outward.*)

I have 10 fingers—one, two, three. (*Bend fingers of left hand to count.*)

I have 10 fingers—no more! (*Show both hands with palms outward, then turn hands and make two fists.*)

I have 10 fingers—one, two, three, four. (*Bend fingers to count.*)

I have 10 fingers. On one hand are five. (*Show left hand only.*)

Five and five are 10. (*Show both hands. Bend fingers slowly to count to 10.*)

Now let's count again! (*Repeat count.*)

guesstimation

Learning to estimate will help prepare pupils for the many occasions when they won't have the time or the inclination to carefully count or measure objects, inches, and so on. These simple activities will help young children understand that estimating is an attempt to get close to an answer without arriving at the exact answer; and that the more they practice, the better they'll be at estimating.

Activity I Fill a transparent jar with paper clips. Ask each child to guess how many clips he or she can pull out of the jar with one hand. Write down the estimate on a chart beside each child's name. Now have each pupil take a handful of paper clips and count them. Write this number beside his or her estimate. Discuss how hand size may have influenced the number of clips individual students could pull out. Repeat this activity to look for improvement in pupils' abilities to estimate.

Activity II Obtain several shopping bags of different sizes and a selection of plastic balls of about the same size. Place all of the balls on a table before pupils. Hold up the smallest bag and ask pupils how many balls they think will fit in it. Write down the response, then try to place that number of balls in the bag. Discuss what happens. Repeat this activity using bags of different sizes. **Joseph A. Baust, Sr.**

classical music in kindergarten

Children are never too young to be introduced to classical music. Begin by playing records during quiet periods in the day—art, nap time, after lunch. If your pupils have seen *Fantasia* or space hits such as *Star Wars* or *Superman*, orchestral recordings of music from those movies might be a good place to start: *Music from Fantasia* (Columbia MS-7437) and *Pops in Space* (Philips 9500921). Follow those records with music by Beethoven, Bach, Brahms, Chopin, Mendelssohn, and Vivaldi—all of whom usually appeal to pupils.

Play short segments of these works while pupils get used to listening to classical-orchestral music. Then introduce pictures of the different instruments and of people playing them. Identify the instruments according to the family they belong to: strings, brass, woodwinds, percussion, and keyboards.

Now choose a number of records that feature either a single instrument or chamber ensembles featuring no more than six instruments. (See the list below for suggestions.) Always tell pupils the name of the piece they are listening to and the composer and/or highlighted musician. Then point out the sound of the specific instrument(s).

Encourage pupils to reflect the different moods in the music they hear through movement, painting, or storytelling. Let children play rhythm instruments along with the records, trying to match the speed of the music.

Offer pupils some firsthand experiences with music by inviting a violinist, pianist, or other musician to play for your class. Or arrange a trip to a music store, instrument factory, or a rehearsal of a high school band.

To highlight specific instruments, the recordings by these musicians are recommended: *organ*—Bach played by E. Power Biggs, particularly "Toccata & Fugue in D"; *piano*—anything by Chopin; *cello*—solo or small ensemble performances by Pablo Casals or Mstislav Rostropovitch; *violin*—solo pieces by Itzak Perlman, Pinchas Zukerman, Yehudi Menuhin; *flute—Pachelbel Canon and Other Favorites*, played by James Galway (RCA AFL 1-4063); *recorder—Concerto for Recorder, Violin da Gamba, and Strings* (Cambridge 2827); and *harpsichord*—old records by Wanda Landowska or new ones by Kipnis. **Lynne Norris**

the whole Kcatalog

heartfelt math

Valentine heart stickers make motivating math aids for helping pupils associate numerals with the number of objects they represent. You'll need 55 stickers and 10 cardboard hearts. Place one sticker on the first heart, two stickers on the second, and so on until the tenth heart has 10 stickers. Write the corresponding numeral on the back of each heart. To use, have pupils take turns counting the number of stickers on each heart, then writing the numeral each set of stickers represents. Pupils can flip the hearts to check their answers with the numerals on the back.

Carolyn Luetje

what's cooking?

Pizza is party food; but it's also a good source of protein, calcium, niacin, thiamin, and riboflavin! Whether you're planning a Take-a-Groundhog-to-Lunch get-together, a Valentine's Day celebration, or a presidents' birthday party this month, make it special and nutritious by serving **Amy Marotta**'s Preferred Pizza. It has oat flour for extra fiber.

To make the pizza crust, you will need 2 cups oat flour (whirl 2 cups rolled oats in a blender for one minute); 2½ cups white flour; 2 tsp. baking powder; 2 tsp. salt (optional); 1½ cups milk; and ½ cup vegetable oil.

Combine the dry ingredients. Add the milk and oil and stir the mixture until it forms a ball. Turn it out into a lightly floured surface and gently shape the dough with a rolling pin until it fits a round pizza pan or an 11-inch × 15-inch cookie sheet. Transfer the dough to the greased pan and bake at 425° for 10 minutes. Remove the crust from the oven and cover it with homemade or canned tomato sauce (preferably one without sugar, salt, or artificial ingredients). Add grated mozzarella cheese and other toppings as desired. Continue baking the pizza at 425° until the crust is brown and the cheese melts, about 10 minutes.

give a shout

Cure restless kids with this exercise from **Carol Quinn.**

Close one eye./Cover one ear./Can you still see?/Can you still hear?/Nod your head./Twist your wrists./Puff your cheeks./Make two fists./Pat your shoulders./Tap your knees./Open your mouth./Pretend to sneeze./Twiddle your thumbs./Wiggle your nose./Shake your fingers./Tickle your toes./Scratch your tummy./Elbows out./Stand up tall./Give a shout!

kindi quickies

Super stomper

A jumping board is a great device for developing large muscles and improving eye-hand coordination. You will need a board that is 3 feet long, 10 inches wide, and 1 inch thick. Nail an aluminum pie plate on one end of the board. Flip the board over and measure 12 inches from the other end. At that spot, nail or screw in place a block of wood 2 inches long and 1 inch thick. When the board is turned right side up, the end opposite the pie plate should be slightly raised off the floor. To use the board, place a soft ball in the pie plate. A child jumps on the board to propel the ball into the air, then tries to catch the ball before it hits the floor.

Ellen Javernick

Author, author

Pupils ready to construct sentences can get extra practice with this independent center. You will need several cards cut from red, blue, and yellow construction paper. Write nouns pupils are familiar with on the blue cards, simple verbs on the red cards, and articles on the yellow cards. Back each card with a bit of felt so it will stick to a flannel board. Now make an envelope to hold each set of cards and place the cards along with a flannel board in a quiet corner of the room. Encourage pupils to experiment with sentence construction, using one card of each color, and to try putting their sentences together to tell a story.

Marion G. Walker

for February

ideas for prekindergarten, kindergarten, and beyond

foot-stomping fun

Make one week this month Shoe Week, then have some foot-stomping fun with these activities that relate to reading, social studies, art, and literature.

Bring in examples of as many different kinds of shoes as possible, such as baby booties, high heels, sneakers, cowboy boots, and so on. Place the shoes in a dress-up center where pupils can examine them for likenesses and differences. Encourage pupils to find different ways to classify the shoes. If you have a class store that sells pretend food, make it a shoe store for the week. Some pupils can be customers trying on shoes while others act as the salespeople. Show pupils the different parts of shoes and encourage them to use those words: *tongue, heel, sole, buckle,* and so on.

Discuss why people in different occupations and in other parts of the world may wear special shoes. Make a list of factors that influence the kinds of shoes people wear, such as the weather where they live or how much they walk or stand while they work.

Have pupils cut out pictures of shoes from magazines and use them to make collages. Or paste different kinds of shoes on separate sheets of paper to make a shoe catalog. Read stories that include shoes in the plot, such as *Cinderella.*

Betty Klein

legs that hop and arms that hug

A five-day Build-a-Body puppet project can help pupils more clearly identify functions of body parts and understand how each part relates to the entire body. Each day you can add one body part until you have a complete, life-size puppet.

Day 1: head and facial features Each pupil will need two paper plates and two medium rubber bands. Stretch a rubber band and staple it at each end to the back of each plate, about two inches from the top. With the rubber bands on the outside, staple the plates together once above the bands. Have pupils add facial features with crayon or construction paper to one of the paper plates. Show pupils how to make the puppet head "talk" by inserting their fingers under the rubber band on one side and their thumb under the rubber band on the other side. Have pupils demonstrate what their mouths do (yawn, yell, sing), then discuss what the other facial features—eyes, ears, nose—can do.

Day 2: torso You will need a supermarket bag for each child. Help pupils staple the bags to the bottom of the back paper plate so the mouth will still open and close. Have pupils decorate their bags with paint, scraps of fabric, and paper, then add trim and buttons to create a costume. Discuss the different movements the torso can make (bend, twist, lie down, sit down) and have pupils demonstrate those actions with their own bodies.

Day 3: arms and hands Have pupils make two puppet hands by tracing around their own hands on paper. Attach the hands

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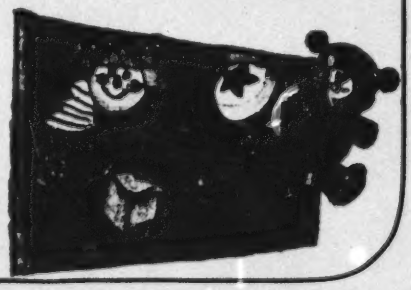
which toy is missing?

Toys are great motivators for getting young children interested in an activity. Test visual-memory skills with this game that asks pupils to name the missing toys.

Cut out pictures of toys from magazines, mount each on cardboard, and back with felt for use on a flannel board. Include some toys that look alike, such as a large and a small ball. Place all the pictures on the board and identify each one with the class. Now turn the board away from pupils, remove a toy, then ask pupils which one is missing. Have a child who answers correctly remove the next toy from the board. Make the activity more challenging by taking away two or more toys at once.

Betty Nations.



Little Miss Muffet

Original words and music by
Miss Jackie Weissman

The original lyrics of "Little Miss Muffet" send messages that are not always true—that spiders are bad and that they frighten little girls. These revised lyrics are more open-ended and allow pupils to add any statement they like.

The rhythm in the first three measures is the same as that in measures five, six, and seven. Have pupils tap out the rhythm with their feet, hands, or instruments.

This song also lends itself to creative dramatics. Have pupils act out the song as they sing the words. Or try substituting the names of children in the class for Miss Muffet, then substituting words that rhyme with the name for tuffet. For example, "Little Mr. Martin sat on a carton . . ."

Enhance vocabulary development by discussing the meaning of the words *curds* and *whey*. Bring in a low stool or chair and invite pupils to sit on that *tuffet*.

"Miss Jackie" Weissman

verse for the young

Poetry can extend and enrich experiences in early childhood classrooms. Keep a file of poems that match your pupils' interests, then integrate them with significant events, such as the appearance of a rainbow or the capture of a spider on the playground. After you read a poem, talk about the words and ask pupils if the words express how they feel.

Hands-on activities can also make poems more meaningful. For example, after reading "Poem to Mud" from Zilpa Snyder's anthology *Today Is Saturday* (Doubleday), make mud tracks. Bring a large pan of dirt to school and mix the dirt with water until mud is formed. Then have pupils stick one bare foot in the mud and step on a long roll of light-colored paper. As pupils dip their feet in the mud, talk about how it looks, sounds, and feels. Be sure to label each child's footprint.

Poems can also inspire pupils to make up their own rhymes. Read selections from *Hailstones and Halibut Bones*, by Mary O'Neill (Atheneum), which all relate to colors. Ask pupils to tell you a color, which you will repeat, then to make up a silly sentence that ends in a word that rhymes with the color. For example: "Hey teacher, say blue. (Blue.) You jumped into a bottle of glue!"

Joan Lance

Legs that hop and arms that hug cont.

to two strips of fabric that are a little longer than each pupil's arms. Staple the arms securely to the paper bags. Discuss the movements the arms and hands can make (wave, clap, hug). Play a record and have pupils take turns leading the group in doing those movements and others they think of.

Day 4: legs and feet Have pupils make two feet by tracing around a cardboard pattern of a foot. Then help pupils attach the feet to fabric strips that are a little longer than their own legs. Attach the fabric legs to the paper bags. Have pupils think of all the movements the legs and feet can make (walk, run, jump, hop). Play lively music and have pupils demonstrate those actions.

Day 5: the whole body Now that pupils have constructed complete figures, turn the puppets into body puppets the kids can wear. Attach two lengths of ribbon to the top of each puppet head and add medium rubber bands to the back of each puppet's wrists and ankles. Tie the ribbons around pupils' necks and have them slip the rubber bands around their own wrists and ankles. Lead the class in games and songs that involve the whole body, like Simon Says.

For more ideas from **Nancy Renfro**, order *Puppetry in Early Childhood Education*, also by Tamara Hunt ($13.50 plus $1.50 handling). Write: Nancy Renfro Studios, 1117 W. 9th St., Austin, TX 78703.

readiness roundup: working with words

Once children have mastered the alphabet, they are ready to work with words. Use these activities to help pupils build their sight vocabularies.

Label the table Encourage pupils to become word conscious by labeling objects in the classroom. Print the names of objects on tagboard cards and tape them to the door, window, desk, table, lamp, books, and so on. Review the words often with students. Make duplicate sets of cards for pupils to use alone in matching a word with the object it names.

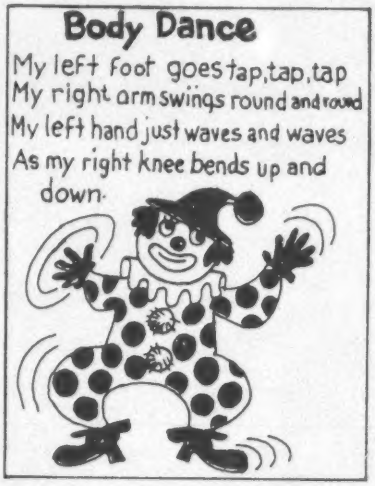
Calendar capers Use your classroom calendar or weather chart to promote word recognition. Make large individual cards that feature the months of the year, days of the week, holidays, and weather descriptors such as sunny, cloudy, and so on. Place the cards where pupils can reach them. After discussing the date and the weather each day, write sentences on the board that require pupils to fill in the blanks with the appropriate word cards. For example: The month is (February). The day is (Monday). The weather is (snowy).

Sign reading The logos of products, restaurants, and stores are often familiar words to pupils. Use these words to stimulate interest in looking for other words. Cut the logos for McDonald's, K-Mart, Jell-O, and so on from napkins, bags, packages, or magazine and newspaper ads and paste them on a chart or in a booklet. Now write those same words in a plain script on individual cards. Pupils must match the word cards to the appropriate logos. Ask each child to add to this collection of words by looking for other logos on shopping trips or in magazines and newspapers.

Story charts One of the best language-experience activities is to have pupils tell a story based on a shared activity, such as a field trip or a movie. Write on chart paper the exact sentences the children dictate. When you read the story back to pupils, point out each word as you say it. Then transfer the story to a spirit master, leaving room at the top for pupils to add an illustration that fits the story. Make two copies of the story for each child. Have pupils cut the individual words from one copy, then match them to those on the uncut copy. This will reinforce recognition of each word.

The rhyme test Children love rhyming words and that interest can help build their vocabularies. Print a letter of the alphabet on 26 small tagboard cards. On larger pieces of tagboard, write simple words such as *cat*, *dog*, *boy*. Show pupils how to place an alphabet card over the first letter of a word such as *cat* to make a word that rhymes with it, such as *bat*. Ask kids to separate the letters into a pile of those that make words pupils are familiar with and one of those that make nonsense words, such as *dat*.

Pamela Klawitter


Body Dance
My left foot goes tap, tap, tap
My right arm swings round and round
My left hand just waves and waves
As my right knee bends up and down.

write a poem—act it out

Here's an activity that combines creativity and action! As the class makes up simple rhyming poems, then acts them out, individual pupils will be improving coordination, plus creative writing, reading, and listening skills.

Introduce the activity in a large-group setting, using the poem illustrated at left (or one of your own choice). Write the lines of "Body Dance" in large print on a sheet of chart paper: My left foot goes tap, tap, tap / My right arm swings round and round; / My left hand just waves and waves / As my right knee bends up and down.

Read the poem aloud to the children, pointing to each line. Then have them read along with you. Now demonstrate the action for each line. Finally, have the children say the words and do the actions.

Next, as a group, compose your own four-line poem to be acted out. If your children are older, you might divide the class into small groups and ask each group to compose an action verse to teach to their peers. Or set up materials in a language arts center for individual pupils to write a poem and illustrate it, then later act it out with the class.

Marilyn L. Slovak

let's make a snowman

A simple song and a healthy snack both have the same objective: making a snowman that your pupils will enjoy. The first idea, from **Lee G. Paruso,** asks pupils to draw a snowman step by step, following the directions in a song they sing together. The lyrics are sung to the tune of "Here We Go Round the Mulberry Bush": Let's make a snowman big and round. / Here is his bottom on the ground. / Then add a middle that is so fat; two sticks for arms, just like that. / Next, add a head above his chest; a tall, black hat to look his best. / Then add a face and buttons so fine. / We're glad that it is wintertime!

Connie Watkins has her pupils create snowmen from instant mashed potatoes and nutritious vegetables. Make instant potatoes ahead of time and set out dishes of cooked frozen peas, carrots, corn, and so on, that have cooled. Give each child a piece of aluminum foil and two scoops of potatoes. Then let them use the vegetables to decorate their snowmen. Slide the foil onto cookie sheets and warm the snowmen in a toaster-oven to eat at snack time.

preschool corner

Young children are often fascinated by a doctor's office, yet fearful of it, too. Help preschoolers become more comfortable with medical procedures and personnel through discussion and role playing.

First, try to arrange a visit to a hospital or to a pediatrician's office. Prior to the visit, read and discuss *Doctors and Nurses: What Do They Do?* by Carla Greene (Harper & Row); *My Doctor*, by Harlow Rockwell (Macmillan); or *The Hospital Book*, by James Howe, photographs by Mal Warshaw (Crown).

Afterward, set up a corner of the classroom to resemble the doctor's office or the area of the hospital pupils visited for free play. Make surgical masks from rectangles of white cloth and nurses' caps from rectangles of white paper. Have each pupil cut out and glue a red cross to the center of a cap before you staple the ends.

Pupils also can practice "doctoring" on a large paper figure. Give an outline of a person to each child. Let kids add facial features with crayon and clothing with fabric scraps. Then they can apply Band-Aids, gauze pads, and so on to heal imaginary wounds. **Carolyn Luetje**

more quick ideas

Create a kaleidoscope

Here's a project kids will love because each creation will be unique. Cut a circle the size of a dinner plate from tissue paper for each child. Instruct pupils to fold their circles in half, then in quarters, then again in eighths. They can continue to fold their papers if they wish, but there must remain three distinct corners on each student's paper. Set out dishes of food coloring, and show pupils how to dip each corner of their papers into a different color. Then you or an aide can unfold the circles and iron with very low heat to smooth the designs and dry the papers. Give each circle a construction paper border so the designs can be hung like mobiles. **Ellen Javernick**

A supermarket in school

Setting up a grocery store in the classroom can be a great way to end a unit on nutrition and the four food groups. Let pupils construct the "store" from large building blocks, or obtain a large appliance box from a hardware store. Cut off the top, bottom, and one side of the box (but save the cardboard for making signs for the store), and open the remaining three sides to balance the carton. Place a table or a large bookcase with shelves on one side of the carton to hold food. Bring in empty cereal, detergent, and other dry-food boxes. (If you bring in clean, empty cans, tape their rims to avoid cuts from small, metal shards left after opening the cans.) Encourage pupils to make price tags for the foods and to design posters to hang on the outside of the store to entice shoppers to come inside. Pupils can make their own currency or use money from board games for buying goods. **Linda Martin Mercer**

Turtle tales

Art projects don't have to be complicated to be creative. Draw a 9" × 12" oval on a sheet of green construction paper, and make an identical oval for each child. Help pupils add a turtle's head, legs, and tail to the papers. Then encourage pupils to create any designs they like on their turtles' shells. Finally, have pupils cut out the turtles and fold their legs down so they will stand up. **Judy Meagher**

the whole K catalog

animal classification at your fingertips

Use glove puppets to help pupils classify members of the animal kingdom as mammals, reptiles, amphibians, birds, fish, or insects and to see similarities and differences within the members of each group. The puppets are easily made by taping pictures of animals to the fingers of household rubber gloves.

Prepare a set of animals by cutting out small pictures of creatures from each of the six groups listed above, such as those illustrated at left. You will need at least five examples of animals from each group. Laminate each picture or reinforce with stiff paper for durability.

Now back one example from each group with masking tape and attach it to one of six fingers on the gloves. Put on the gloves and fold your fingers down. Raise the fingers one at a time as you name each group and discuss its characteristics. For example, mammals are warm-blooded while reptiles are cold-blooded.

Once pupils can name each group, explore the similarities and differences among different mammals, fish, insects, and so on by attaching pictures of animals of one particular group to the gloves. For example, if focusing on birds, include the robin and the wren as well as unfamiliar birds from other parts of the world.

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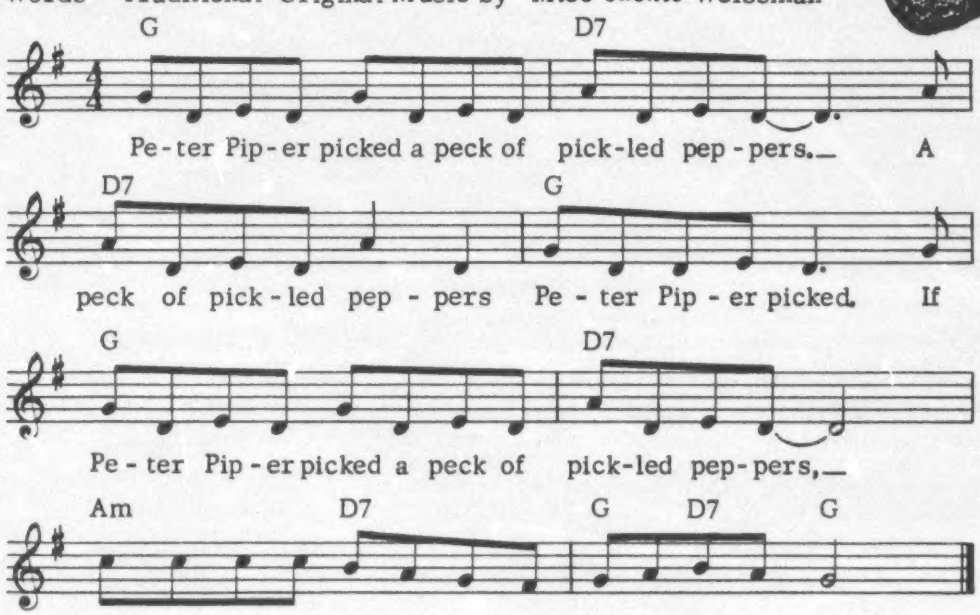
Peter Piper

Words - Traditional Original Music by *Miss Jackie* Weissman



Tongue twisters give young children a chance to have fun with words. Sing this song three times, starting very slowly and going faster each time. Challenge pupils to say the words correctly, no matter what the speed. Or sing the song several times, raising the key a half step higher each time.

Hold up pictures of objects that begin with the letter *p*. Have pupils make up new lyrics based on the pictures, such as "Peter Piper picked a pair of painted ponies" or "purple 'possums," and so on.

Let children also try making up their own tongue twister sentences with words beginning with the same sound. For example, "Mary made a marshmallow malted." **"Miss Jackie" Weissman**

for March

ideas for prekindergarten, kindergarten, and beyond

the elephants came by C.O.D.

Many county fairs and small zoos have pens where children can pet gentle animals. Try this counting rhyme with your pupils and make it into a flannel board "petting pen" activity. Cut out the appropriate number of each animal to add to the board as it appears in the rhyme.

The petting pen is empty. Let's fill it up for fun. One little colt is coming. Now we can all pet **one.**/ It's fun to pet a kitten. It squeaks a tiny "mew." Two little kittens in the pen, now we can all pet **two.**/ The spotted fawns are timid. They're shy as they can be. Three pretty fawns are in the pen. Now let's pet all **three.**/ The baby pigs are noisy! They honk and snort and snore! Four baby pigs are in the pen. Can anyone pet **four?**/ The mountain goats are dizzy. They've come from a long, long drive. Five mountain goats are resting. Let's try to pet all **five.**/ The puppy dogs are bouncy! They know all kinds of tricks. Six puppy dogs are in the pen. Who can pet all **six?**/ The woolly lambs have such queer names. There are three Toms, three Dicks, and a Kevin! Seven woolly lambs are in the pen. Now we can pet all **seven.**/ Baby chicks are peeping. They want out of their dark crate. Eight fluffy chicks are in the pen. Can anyone pet **eight?**/ The little calves are bawling, but soon they'll be just fine. Now nine baby calves are happy. Let's try to pet all **nine.**/ The baby ducks are quacking. They want to join their friends. Ten baby ducks are waddling. Now we can pet all **ten.**/ An elephant is marching. It came by C.O.D. Who can pet the elephant? It's too big for me!

Marion G. Walker

elusive air

When the wind rages this month, discuss that mysterious substance—air—with your young pupils. Begin by asking children to take a deep breath, then to exhale. Ask if they can see air (sometimes). Then ask if they can feel it (yes). Point the nozzle of a bicycle pump toward cotton balls or balloons to show how air can lift objects.

Now explain that wind is fast-moving air. It can move heavy objects, such as clothing on a line or sailboats in the water, because its speed makes it powerful. Tie a length of crepe paper to each pupil's arm and take the class outside. Have kids hold their arms high so they can feel the wind pull the streamers.

Carolyn Luetje

alphabet antics

Reinforce the letters and sounds of the alphabet with the following activities.

Which letter is it? Pin a large paper letter to the back of one pupil's shirt. Then have the other children offer clues, familiar words that begin with the letter sound, to help their peer guess the letter.

Create a caterpillar Cut out 27 three-inch circles. Decorate one circle to look like the head of a caterpillar, and print one letter of the alphabet on the other 26 circles. Place all the circles in an envelope. Working independently, pupils can create a caterpillar by arranging the circles in alphabetical order behind the head.

Body letters Challenge pupils to form letters of the alphabet with their bodies. For example, they could sit on the floor with their legs extended, backs straight, and heads held erect to form letter *L*'s.

Young shavers Spray a counter or table top with a thin coat of shaving cream. Have pupils spread the cream so they have a smooth working surface, then form letters of the alphabet in it. When the cream dissolves, it will leave a clean counter or table!

ABC jars Collect 26 small baby food or coffee jars. Wash each one, then label it with a letter of the alphabet. Take the jars along on your first spring nature walk. Have pupils search for objects that begin with each letter to place in the appropriate jar. For example, pupils might find an *a*corn, a *d*andelion, or a *r*ock.

Pick a page Paste pictures of toys, people, and other subjects on individual sheets of construction paper. Have pupils pick a page and identify the beginning letter and sound of the picture. Ask pupils to make up stories involving the person or object and to illustrate them with drawings.

Betty Klein, Markanne Gantt Larberg

what's cooking?

Welcome spring this month by growing a few "crops" in your classroom, some of which are good to eat!

Sprouting sweet potatoes grow a lovely vine with heart-shaped leaves. Wash a sweet potato well. Insert three or four toothpicks around the middle and place the potato in a jar of tepid water, broad side down. Set in a window with good light and some sun. Refill the water as evaporation takes place. The vine should begin to grow in two to six weeks, though potatoes treated to retard sprouting will take longer.

Many sprouts are nutritious and can be grown from seed purchased in supermarkets or health food stores. Choose alfalfa, mung beans, or other seeds that produce edible sprouts, but *avoid potato and tomato seeds, as their sprouts are poisonous*. Wash about ¼ cup of seeds and place them in a wide-mouthed quart jar. Cover the seeds with 1 cup tepid water; place wire mesh or cheesecloth over the top of the jar, securing it with a rubber band. Soak about 12 hours. Drain very well, pouring the water through the mesh. Rinse the seeds well with cool water and drain again. Place the jar on its side in a paper bag and leave for three days, rinsing two or three times daily. Serve the sprouts in sandwiches like this one: Combine one cup each chopped green pepper, chopped tomatoes, shredded lettuce, shredded cheese, shredded carrots, and fresh sprouts; and ½ cup Italian dressing. Cut six small whole wheat pita breads in half crosswise and add filling. **Amy Marotta**

readiness roundup: mastering motor skills

Gross-motor development is a prerequisite to the fine-motor development needed for success in reading and writing activities. Spend a few minutes each day on these activities that aid development and control of muscles.

Walk the plank! The balance beam can be used in a variety of ways. If your school does not have one, construct a simple version by securing a long board to two large blocks of wood. Begin by having pupils walk back and forth across the board without falling off. Then progress to more difficult exercises, such as walking backwards.

Bend and stretch Set aside five minutes each day to do sit-ups, toe touches, windmills, leg lifts, and so on. Work toward smooth movements and correct rhythm from each pupil.

Bowling for accuracy Mark off a bowling "lane" on the floor with two strips of masking tape. Set up a few blocks at the end of the lane. Have pupils take turns rolling a ball to yard the blocks, working to keep the ball from touching the lines of masking tape.

Coordination capers Large and small balls can be used in other activities as well. Practice playing toss and catch in small groups, aiming to improve speed and accuracy in both tossing and catching. Station pupils a set distance from a box or wastebasket and have them try to toss a ball into the receptacle. As pupils' accuracy improves, increase the distance they must throw the ball. Have pupils squeeze small rubber balls to develop hand muscles.

Hop, skip, and jump Jumping rope is a great way to improve coordination. Try having a jump-rope marathon to see who can skip the longest without making a mistake. Award a badge (a small piece of rope glued to a paper shape) to each day's winner.

Stay the course Use large building blocks, chairs, ropes, and other objects in the classroom to design an obstacle course for pupils to hop, crawl, run, and walk through. Time pupils or increase the difficulty of the course as skills improve. **Pamela Klawitter**

the whole K catalog

a housing unit

Our "nests," be they apartments, single-family houses, or mobile homes, are important to us. This teaching unit on personal dwellings allows pupils to share with their classmates the special places where they live; it also helps children recognize similarities and differences in dwellings within their community and beyond.

Begin the unit with a discussion of the places where pupils live. Make a chart showing the number of children who live in houses, those who live in apartments, and those who live in mobile homes. Ask pupils to describe their homes and make a list of these descriptive phrases. Then use the phrases to point out similarities and differences among the three types of dwellings. Conclude the discussion by having pupils draw pictures of their homes.

On another day, talk about the different shapes of dwellings. For example, apartment houses may be tall and rectangular. Mobile homes are also rectangular, but not tall. Many houses are square with triangular roofs. Give each pupil a geometric shape to carry on a walk in the neighborhood around your school. Ask pupils to be "detectives" and to try to find their shapes on dwellings. After the walk, set out books showing pictures of houses in other parts of the country or the world, such as the square adobe homes of the Hopi Indians in Arizona or grass huts in Southeast Asia. Have pupils look for similarities and differences in the shapes of these homes compared with the ones they saw on their walk.

Focus, also, on the materials used to build dwellings. Make a list of such materials as wood, brick, aluminum, and cinder blocks; have pupils point out these materials on a second walk in the neighborhood. Back in the classroom, look at the homes from other regions again. Ask pupils to think about how climate affects the choice of materials used to make homes.

As a culminating activity, let pupils build their own homes. Set out boxes in different shapes and sizes to serve as the "frames" and lots of accessory items like wooden rods, wooden spools, toothpicks, rug and fabric scraps, yarn, and so on.

Ann Halpern

save it for a rainy day

Rainy days can be dreary—or delightful. The difference depends upon how well prepared you are. Having a "rainy day box" will guarantee a bright forecast for learning.

To make the "rainy day box," cover the sides of a grocery carton with bright paper and add raindrops with different colored markers. Now fill the box with appropriate books like *Rain Rain Rivers*, by Uri Shulevitz (Farrar, Straus & Giroux) and with a shower of rainy day activity cards and the materials they require. Here are a few activities.

Rain Fill a jar one-third full with hot water. Cover the jar quickly and place it in a pan of cold water. A cloud will form in the jar, and tiny droplets of water will form on the sides of the jar. (Heat from the hot water will cause evaporation.) Explain that droplets of water float in the clouds above us. When they meet colder air (supplied by the cold pan of water in the experiment) the droplets come together to form bigger droplets that fall to the earth.

Lightning In a dark room, blow up a balloon, then rub it against a piece of carpeting. Pupils should see sparks of static electricity jumping between the objects. Explain that lightning is electricity that flows between clouds or between a cloud and the earth.

Thunder Blow up a small bag and pop it. Explain that the sound of thunder is heard when walls of air hit together just as a noise is heard when the sides of the bag hit.

Special art projects add to the fun. Have pupils use black crayon to draw a picture of themselves holding an umbrella handle. Use other colors to make raindrops. Then have pupils take turns choosing a sample from an old wallpaper book to use in cutting out an umbrella top. Glue top to handle.

Help kids use excess energy by playing "Lightning." Divide the class into two groups. Have the groups sit facing each other in two rows of chairs. Softly jingle bells to imitate rain. Then suddenly hold up a jagged piece of yellow paper to represent lightning. When kids see the lightning, they try to run to a chair in the opposite row before the thunder rolls (drum beat). Pupils who don't beat the thunder are out of the game.

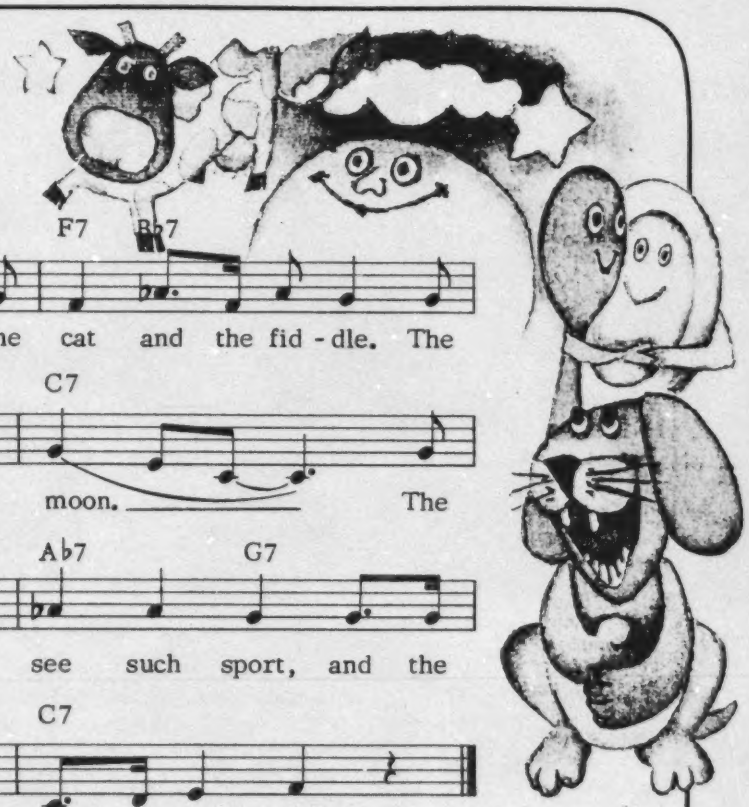
Ellen Javernick

for April

ideas for prekindergarten, kindergarten, and beyond

Hey Diddle Diddle

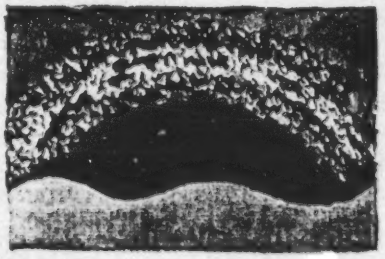
Words - Traditional
Music by *Miss Jackie* Weissman



Blues - Rock
F7 B♭7 F7 B♭7
Hey did - dle, did - dle, the cat and the fid - dle. The
F7 B♭7 C7
cow jumped o - ver the moon. The
F7 B♭7 A♭7 G7
lit - tle dog laughed to see such sport, and the
A♭7 (clap) (clap) C7
dish ran a - way with the spoon.

As pupils sing this song, have them clap hands or snap fingers in time to the blues-rock tempo. Discuss the word *sport* and offer a synonym such as *fun* so kids understand its meaning in this context. Then use the imaginative quality of this popular nursery rhyme to stimulate storytelling. Ask pupils to make up their own adventures of an animal who plays an instrument in an odd place. **"Miss Jackie" Weissman**

rainbow mosaics



This attractive art project can help reinforce pupils' knowledge of the basic colors. Dye uncooked rice red, orange, yellow, green, blue, and purple with food coloring. When the rice is dry, give each pupil a sheet of light blue paper. Then show children how to glue arcs of the different colored rice on paper to form a rainbow. Add other details with crayon. **Joy Young**

what's cooking?

Healthy eating does not mean giving up all sweets. Nutritious substitutes, such as honey for refined sugar and carob for chocolate, can turn foods that satisfy the sweet tooth into wholesome treats as well. In preparing the three recipes, be sure pupils are aware of the substituted ingredients and why they are preferable. For example, carob is naturally sweet, fat-free, and low in calories, yet remarkably similar in taste to chocolate. Honey has fewer carbohydrates than refined sugar, plus it contains small amounts of protein, vitamins, and minerals.

No-cook carob fudge Place the following ingredients in an electric blender: 2/3 cup vegetable oil, 1/3 cup honey, 3/4 cup carob powder, 1/4 cup heavy cream, and 1 tsp. vanilla. Whirl the ingredients on high speed until well blended. Add 1 cup chopped nuts, then spread the mixture in a greased, 8" square pan. Chill until firm.

Yogurt pops Mix together 2 cups vanilla yogurt and 1 6-ounce can frozen orange juice concentrate, slightly defrosted. Pour into 24 3-ounce paper cups and place a wooden stick in the center of each cup. Freeze until firm.

Marble munchies Mix together 1/2 cup each: honey, peanut butter, carob powder, wheat germ, sesame seeds, and unsalted sunflower seeds. Shape into 36 balls and roll in shredded coconut. **Amy Marotta**

write without words

There is more than one way to "write" a story. Young children with limited spelling or printing skills still can produce imaginative stories by using props instead of paper and pencil.

Prepare for this visual-storytelling exercise by collecting small objects such as miniature plastic dolls and animals, assorted old jewelry, beads, yarn, and colored cellophane. If such materials are scarce, cut out figures from paper and laminate.

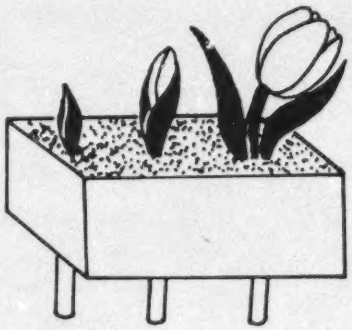
You will also need several overhead projectors, which pupils will use in performing their stories before an audience of their peers. For the first introduction to this method of storytelling, have pupils work together in groups of five or so, and provide an overhead projector for each group. Later, as pupils become more comfortable with the format, set up a learning center in the room where individual pupils can work on stories to be presented to the whole class at a designated time each week. If possible, permanently place an overhead projector in the center.

When the materials are assembled, divide the class into small groups. Explain that each group is to use an assortment of objects to create a story. Review the elements of a story, reminding pupils that they will need a main character. That character can be a human, an animal, or an object like a tree, but the character should do something interesting to create a story. Exciting stories are often about a character who needs to solve a problem, such as a puppy who needs an owner or a child who has lost a favorite toy.

To avoid arguments, give each group a tray of materials around which to build a story instead of letting the whole class choose from one central tray. Provide a private area for each group to test its story by acting it out on the flat surface of the overhead projector. Encourage pupils to share the jobs of manipulating props and narrating the action. Later, when the projector is turned on, the enlarged shadows produced by the overhead projector will make it easier for pupils in the audience to follow the action in each story.

When all stories are ready, have each group take turns telling its story. If possible, you or an aide should transcribe the stories so they can be reread on another day.

Roberta Kane



pop-up plants

The transformation of a tiny seedling in to a brightly colored flower or fully developed leafy plant is a complicated process that usually can be understood by children if they observe the growth of real plants. But growing live plants is a slow process dependent upon many environmental factors. You can still help pupils understand this growth process in plants without worrying about time or weather by making pop-up plants.

To make the "ground" for these plants, cut off the top and bottom portions of a cereal or detergent box and cover the remaining part with brown paper to simulate earth. Add blades of grass made from green paper and other details to give the box a natural setting.

Illustrate the growth of a plant such as the tulip pictured here by cutting out paper figures of a young shoot, a stem with a bud, and the opened flower. Glue the paper figures to straws or wooden sticks. Help pupils understand the elements important to plant growth by making sun and rain puppets. These are easily created by gluing a large yellow circle to a wooden rod to represent the sun and silver tinsel to a rod to represent rain. Now ask several pupils to assist you while you explain the process of plant growth. On cue, pupils can "pop up" the plant puppets through the "ground" and wave the sun and rain puppets over the garden.

The theater also can be used to demonstrate seasonal cycles of plants such as trees. Make four images of a tree—golden leaves for fall, bare branches for winter, pink-tissue blossoms for spring, and green leaves for summer—then describe the natural changes that occur throughout the months of a year.

For more ideas from **Nancy Renfro**, order *Puppetry in Early Childhood Education*, also by **Tamara Hunt** ($13.50 plus $1.50 handling). Write: Nancy Renfro Studios, 1117 W. 9th St., Austin, TX 78703.

kindi quickies

Bug-a-BOO!

Here's a short action rhyme to add a startling touch to April Fools' Day.

There's something crawling up your back! *(Open and close hands as you move them slowly upward.)*

Its eyes are big and round and black! *(Circle eyes with hands.)*

It's large and fat, with wings that flap. *(Move arms up and down.)*

Oh! Its jaws are open, wide and cruel. *(Place hands near mouth, then slowly move hands outward.)*

Just to tell you, APRIL FOOL! *(Point to a friend.)*

Joanne Blanford

Spying in the park

Spring has arrived, and with it, many changes. That's why now is the perfect time for children to "spy" on nature with their very own "explorers' spyglasses." These are toilet-tissue rolls that pupils can decorate with bits of colored paper.

Once the spyglasses are made, take pupils on an outdoor expedition. With spyglasses in hand, have all the children spy on the same object, such as a particular tree. Encourage them to use their glasses to examine the ridges in the bark or to check for bugs and birds in the tree.

Audrey Hossback Yoshioka

Eggs and bunnies

Games that involve eggs and bunnies will be in big demand this month. For this one, you will need a basket and ovals cut from different colors of construction paper. Arrange the class in a circle on the floor. Ask one child to be the Easter bunny. The others close their eyes and recite this chant while the bunny walks around the circle, giving each child an egg: The Easter bunny's coming/With his basket bright./ He will hide our Easter eggs/While we sleep at night.

When the children "awaken," the bunny asks those children with a blue egg to place it in the basket. The procedure continues with other colors until the eggs are all in the basket. Repeat the game, allowing other children to be the bunny. On the last round, you can be the bunny and give everyone an egg to take home.

Carol Ann Piggins

the whole Kcatalog

seedy sums

Use a popular summer fruit—watermelon—to reinforce number skills! Cut out 10 or more tagboard rectangles. Glue a watermelon slice fashioned from red, green, or white paper (see the example at right) on each rectangle. Print a numeral from 1-10 or higher below each slice. Buy one package each of dry white and black beans to represent seeds. Pupils arrange the number of seeds indicated by the numeral on each watermelon slice. **Joy Young**

shake and rest

Review body parts with this activity. Use a drum to set the fast, then slow, pace.

Shake your hands. Shake your feet. Shake all over. Hear the beat? Shake your eyebrows. Shake your toes. Shake your tummy. Shake your nose. Shake your ankles. Shake your hips. Shake your elbows. Shake your lips. Shake your fingers. Shake your hair. Shake, shake, shake—shake everywhere.

Now, rest your hands. Rest your feet. Rest now to a slower beat. Rest your eyebrows. Rest your toes. Rest your tummy. Rest your nose. Rest your ankles. Rest your hips. Rest your elbows. Rest your lips. Rest your fingers. Rest your hair. Rest, rest, rest—rest everywhere!

Carol Quinn

going swimming

Get in the swim of things with this refreshing pantomime by **Kay Nichols.**

It was a hot day. (*Wipe hand over brow.*) "Just right for a swim!" thought Kevin. (*Place forefinger to temple. Stroke arm over arm, breaststroke-style.*) He called his friend Mark and suggested they go to the pool. (*Rotate finger as though dialing, then raise fist to ear.*) Mark thought it was a great idea, too! (*Place forefinger to temple and nod head.*) Kevin ran to his room. (*Run in place.*) He threw off his clothes and put on his swim trunks. (*Lift feet one at a time and pull hands up legs.*) Kevin grabbed a towel and ran to meet Mark at the corner. (*Run in place.*) Together they walked to the neighborhood pool. (*Walk in place.*)

There were many children at the pool. (*Point to several pupils.*) Kevin tested the water with his big toe. (*Point toe down.*) Then he jumped in. (*Jump up, holding nose with fingers.*) Mark did the same. (*Jump again.*) Kevin swam back and forth across the pool. (*Stroke arms above head.*) Mark liked to float on his back. (*Hold arms straight out from shoulders; close eyes and tilt head back.*) Kevin climbed out and headed for the diving board. (*Lift hands and feet as though climbing a ladder.*) He took a deep breath. (*Hold breath and puff cheeks.*) He made a great dive! (*Put hands outstretched over head with palms together, then jump.*) Mark cheered his friend. (*Clap hands.*) Kevin was proud that he was a good swimmer and diver. (*Smile broadly.*)

20,000 leagues under the sea

Use stick puppets of ocean creatures to create a fantastic make-believe journey along the ocean floor.

Prepare for the excursion by talking about the ocean. Explain to pupils that the four great oceans—Pacific, Atlantic, Indian, and Arctic—cover two-thirds of the earth's surface. The oceans influence the earth's climate by warming and cooling the air. They add moisture to the air that later falls to the earth as rain, nourishing the soil and helping plants grow. The fish and plants that live in the oceans are sources of food for people. And in the future, scientists and engineers may find a way to use the power of the oceans to produce energy for heating homes and running factories.

Now set out books that contain pictures of ocean creatures to aid pupils in making sea puppets. Provide colored paper, marking pens, and trim such as stick-on stars for kids to use in creating sharks, eels, and so on. Glue completed puppets to cardboard tubes to manipulate them.

Transform the room into a likeness of the ocean floor by shining a blue light bulb on one wall, then dimming the other lights. Ask volunteers to blow soap bubbles for a realistic touch. Have kids take turns being the explorers traveling in a pretend submarine and working the puppets of sea creatures. Ask each group of explorers to describe its underwater adventure.

For more ideas from Nancy Renfro, order *Puppetry in Early Childhood Education*, also by Tamara Hunt ($13.50 plus $1.50 handling fee). Write: Nancy Renfro Studios, 1117 W. 9th St., Austin, TX 78703.

for May

ideas for prekindergarten, kindergarten, and beyond

bug bonanza!

Don't let insects bug you this month. Instead, make them the focus of science, art, math, and readiness activities that will turn pupils into busy little bees!

Place wildlife magazines and resource books on insects in your science center for pupils to look through during free periods. In class discussions, point out the characteristics of insects, such as their six legs and three distinct body parts—head, abdomen, thorax. Go for walks outside to look for insects, then encourage pupils to write or dictate language-experience stories based on what they saw during these "bug hunts." If you capture any insects to keep in the classroom for observation, make sure you have the proper home for the bugs, such as a large jar with breathing holes punched in the top of the lid; and the proper food, such as green leaves.

Create unusual insect art. For example, fashion butterflies by using pupils' feet to make the wings. Have each child stand on a sheet of white paper, feet together and toes slightly spread apart. Trace around the feet, then have the pupils color the wings and draw in the butterfly's slim body and round head.

Make thumbprint insects with sheets of white paper and ink pads. Show pupils how to ink their thumbs, transfer the print to paper, then use marking pens to create a bug. For example, a red thumbprint could become a ladybug. Three thumbprints lined up in a row could become a bee, an ant, or a caterpillar.

Test visual memory with a variation of Concentration that uses insect cards. To make the card deck, paste a picture of the same insect on each of two 3" × 3" cards so that you end up with about 6-10 pairs. Two pupils can play the game by laying all the cards facedown on the table. One player turns over two cards and keeps them if they match. If not, the cards are flipped back over so that the next player can have a turn. The player with the most matches wins the game. **Beverly R. Sandlin**

heigh–ho, heigh–ho, it's off to the park we go

It's always a treat for pupils to wind up the year with a picnic in the park. You can make the experience fun and nutritious with these recipes for healthy sandwiches, beverages, and desserts.

Hot dogs and hamburgers are popular picnic foods, but you can create other nutritious sandwich fillings that will appeal to kids as well. For example, mix softened cream cheese with chopped nuts and crushed unsweetened pineapple. Spread on bread and top with a layer of sliced cucumbers and strawberries. Cover peanut butter with bacon bits, sliced apple, sliced banana, or grated carrot. Or sprinkle alfalfa sprouts on chicken, tuna, or egg salad. Choose firm, textured bread like whole wheat, rye, and home-baked white for tastier sandwiches with added fiber.

Serve a healthy drink that packs plenty of pizzazz with one of these recipes.

Pineapple-orange cooler To fill twelve 7-oz. cups, you will need 1 quart cold milk, one 20-oz. can crushed pineapple, and 4 seedless oranges, peeled and quartered. Place half the ingredients in a blender and whirl for one minute. Transfer to a thermos and repeat process with the remaining ingredients.

Fruit fizzle To fill twelve 7-oz. cups, you will need one 12-oz. can frozen, undiluted orange juice, 2 bananas, and a 28-oz. bottle chilled club soda. Place the orange juice, one can of water, and the bananas in a blender for 30 seconds. Transfer to a thermos and add two more cans of water and the club soda.

Fresh fruit is always a good choice for a picnic dessert, but so are these whole-grain peach bars. To yield two dozen, combine: 2 cups rolled oats, ¼ cup enriched flour, ¾ cup whole wheat flour, 1 cup margarine, ¼ cup brown sugar, ¼ cup honey, ½ cup chopped nuts, 1 tsp. cinnamon, ¼ tsp. nutmeg, and ½ tsp. salt. Mix until crumbly. Remove 2 cups, then press the rest on the bottom of a greased 9" × 13" pan. Spread dough with ¾ cup peach preserves, and sprinkle with remaining crumb mixture. Bake at 375° for about 25 minutes. Cool, then cut into bars. **Amy Marotta**

photo fun

There is a trio of learning activities to do with full-length photographs of children. First, cut each photo in half at each child's waistline. Save the upper portion of each photo to use later, then spread the bottom portions on a table. Ask pupils to come to the table in small groups to try to identify their classmates. Help them with clues such as "Who usually wears red socks?"

After all the children have been identified, ask each child to claim his or her own "lower half" and to glue it near the bottom of a sheet of paper. Instruct pupils to finish the pictures by drawing the upper portions of their bodies and facial features. Then ask them to print or dictate a few sentences about themselves on the drawings.

On another day, have each child draw a picture of an animal he or she would most like to be. However, have pupils omit the facial features of the animals. When the pictures are finished, give each pupil the upper portion of his or her photograph. Help pupils cut out their own faces and glue them on the heads of their animals. Then ask pupils to dictate or write a few sentences about why they would like to be their particular animal. **Carolyn Luetje**

starting with an acorn

Try this creative-dramatics activity that's just right for spring. Ask your pupils to curl up on the floor very small and tight, like an acorn. Have them imagine they are buried deep in the ground, waiting for spring when they will begin to grow. (Make sure pupils are "planted" far enough apart so they won't bump into each other as they move about.) Now ask pupils to imagine that warmth, sunshine, and gentle rain are helping them grow. Soon they will be tall trees standing on a hill. As pupils begin to pantomime growth, encourage them to grow slowly, controlling their movements. When all the "trees" are standing, ask pupils to imagine a gentle breeze is blowing and they are swaying back and forth. Then the wind gets stronger and their branches toss wildly about, though their feet remain still because they are rooted in the soil. Then suddenly the wind stops, and the trees are quiet. **Carol Ann Piggins**